

May, 1953

# The American School Board Journal



A PERIODICAL OF  
SCHOOL ADMINISTRATION

## In This Issue:

- ★ A Dual Function of the American Public School—*Glazier*
- ★ Mechanics of School Board Meetings—*Wardle*
- ★ Educational Issues in the 1952 General Election—*Roach*
- ★ I'm Glad You Asked Me That Question—*Gillis*

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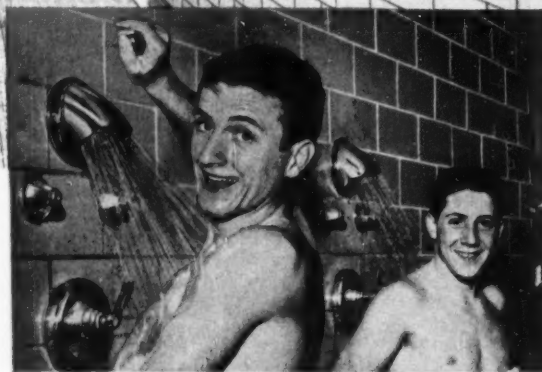


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(b8)

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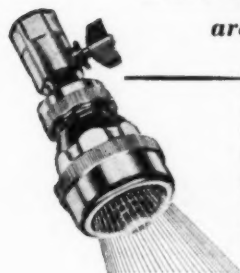


On Honolulu's fabulous Waikiki Beach is a new and additional reason why increasing numbers of travel-minded mainlanders choose Hawaii for vacationing. Like something out of a dream, surrounded by lazily swaying palm trees and facing the sparkling beach, is a hotel unlike any other—the new and exciting Surfrider, where masterly designing, decorating and furnishing have created a magnet effect in attracting discriminating guests. Skilful planning provided

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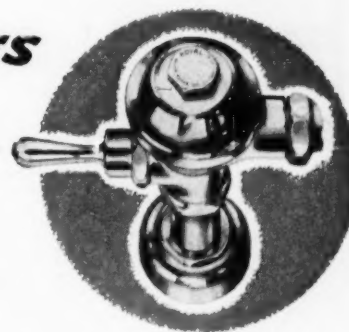
more **SLOAN** *Flush VALVES*  
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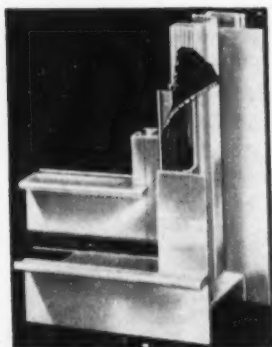
What?

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VOL. 126

NO. 5

May  
1953

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# THE AMERICAN School Board Journal

## *A Periodical of School Administration*

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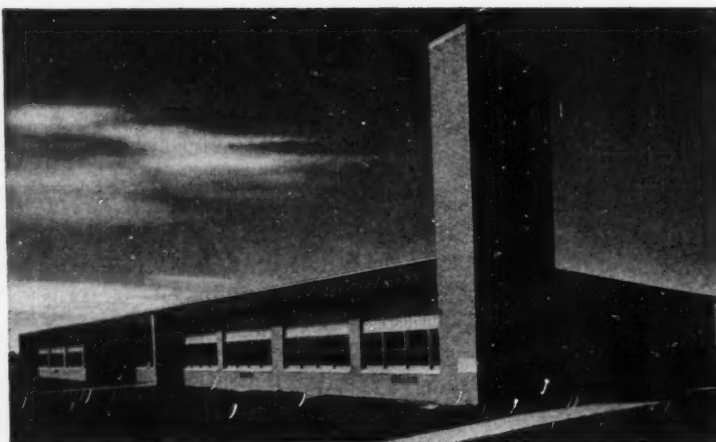
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The ORIGINAL Tubular  
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## Furniture as functional as the new St.KEVIN'S PARISH SCHOOL DESIGN



Shown is one of the eight classrooms typical of the up-to-date planning which provides maximum light without glare. Functional as well as pleasant for student activities, this room is equipped with Heywood-Wakefield S 501 LL Movable Desk and Chair Units. Providing ample storage room for books and materials, these tubular steel units assure permanently correct seat-desk relationship. For further information on this practical, economical furniture, write today for the fully illustrated catalogue of Heywood-Wakefield School Furniture.

This handsome new modern school is the most recent addition to the building program of Saint Kevin's Parish, Minneapolis, Minnesota. Under the supervision of Reverend James R. Coleman, Pastor, it was designed to meet present needs and the future expansion of this growing parish. Simple and contemporary in line, this one-story structure has many unusual features that make it particularly suitable for a cold Northern climate. Shifflet, Backstrom & Carter, Minneapolis, were the architects; installation of Heywood-Wakefield furniture was arranged by Farnham Stationery and School Supply Co., Minneapolis, Minn., distributors for Heywood-Wakefield Company. Heywood-Wakefield—*School Furniture Division*—Menominee, Michigan—Gardner, Mass.





# National Organizations Hold First Public Education Round Table

Edward M. Tuttle

On March 23-24, top-level representatives of some thirty national organizations came together at Arden House, Harriman, N. Y., in what may one day be looked back upon as a meeting of historic significance in the annals of American public education.

The purpose of the meeting was to bring leaders of lay and professional groups face to face around the same table for informal discussion of any and all matters affecting public schools and colleges in this country, in the belief that a frank exchange of views will result in greater mutual understanding and in better co-ordinated co-operation among these groups in years to come.

## Who Was There?

Nearly two years of careful planning by an Interim Committee preceded the conference.<sup>1</sup> Present at this first meeting were representatives of major national organizations in the fields of business and industry, community relations, education, farm life, fraternal orders, labor groups, parents and teachers, the professions, religious councils, school boards, service clubs, veterans and patriotic organizations, and women's groups. It had been suggested in advance by the Interim Committee that representatives should be limited to two from each organization and that, ideally, these should be one person from the staff and one from the line membership. A dozen organizations followed this pattern; the others for the most part sent one representative. At the request of the Interim Committee, the National Citizens Commission for the Public Schools, one of the co-operating organizations, made the arrangements for the meeting, and the chairman of the Commission, Roy E. Larsen, acted as moderator.

Members of the round table assembled Monday morning in the Arden House on top of a mountain in the Ramapo Range of the Catskills about 50 miles above New York

City west of the Hudson River. Here, in 1909, the railroad magnate, E. H. Harriman, completed a 96 room home, to live in it only a few weeks before his death. But his widow and children dwelt there for many years. Mrs. Harriman died in 1933, and in 1950 the eldest son, W. Averell Harriman, deeded Arden House to Columbia University to be used as an off-campus retreat where conferences relating to the public welfare might be held in an atmosphere conducive to the greatest informality and good fellowship. It is best known as the home of the American Assembly established by Dwight D. Eisenhower in 1950 when he was president of Columbia.

## What Happened?

After lunch, following a short morning session at which the events leading up to the Public Education Round Table and hopes for its accomplishments were outlined by several members of the Interim Committee, the entire afternoon was spent in giving every person present an opportunity to express anything that was on his or her mind regarding the

public schools and the relationships of particular organizations to them. It was apparent that a majority of the people were meeting each other for the first time, and that there were diverse and conflicting views in the group, but such was the atmosphere of friendly endeavor to work harmoniously that the utmost good feeling prevailed. This was promoted at each mealtime when members were encouraged to sit in small groupings, with one member of the Interim Committee at each table.

By evening, the round table had agreed to settle down to a general discussion of three basic questions, as follows:

1. Whose responsibility are the public schools?
2. How can schools and communities be brought more closely together?
3. What is the role of the public school in our American way of life?

A very fruitful session resulted, without any attempt to reach conclusions, but simply to discover agreements and diversities of opinion on these questions. During the process, of course, individual members were revealing their own and their organization's attitudes and were learning the attitudes of the others present. At the conclusion of this, and of every subsequent session, there was an increasing tendency to continue the discussion in conversational groups that shifted informally in the pursuit of viewpoints and attitudes. It was said that at least one such group pursued its course far into the night.

## Plans Ahead

Tuesday morning, consideration was given to the question of whether members of the round table felt that it would be profitable to hold future meetings and, if so, how often and under what auspices. It seemed to be the opinion at this first gathering that it marked the beginning of a significant movement rather than an end in itself. Agreement was unanimous that a second Public Education Round Table be held on October 22-23, 1953, in the expectation that this might set the pattern for semiannual meetings. It was suggested that, as nearly as possible, the same leaders from each organization should return, and that gaps be filled by increasing

(Continued on page 8)

## VALUES

*We pay for schools not so much out of our purses as out of our state of mind.*

— WALTER HINES PAGE

America is the richest country in the world. Our national income has never been so high as it is today. Yet schools generally are in dire need of a larger percentage of this great wealth. In recent years their share has averaged from 2 to 2½ per cent — too little to guarantee the intelligence and integrity of our future citizenry. Why is this? Is it because we hold education in too low esteem, laymen and professionals alike? Is it because we are not supremely convinced that hope for the future lies in giving each succeeding generation superior advantages under outstanding guidance? Would the cost of education cease to be a question of major importance if we came to believe whole-heartedly in the values to be derived? When will the day come that, as a people, we defend, support, and exalt education as the greatest instrument of human progress? — E. M. T.

<sup>1</sup>Members of the Interim Committee included the chairman of the National Citizens Commission for the Public Schools; the executive secretary of the American Association of School Administrators; the director of press and radio relations of the American Farm Bureau Federation; the educational consultant of the American Jewish Committee; the president of the General Federation of Women's Clubs; the associate director of the education department of the National Association of Manufacturers; the president of the National Congress of Parents and Teachers; the executive secretary of the National School Boards Association; a district director of the United Steel Workers of America (CIO).

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# Herman Nelson Leads...

We build equipment that's easy to service — and offer you a trained staff of field personnel always available.



*Superintendent of Schools, GLENN SCHOENHALS; Architect, JENSEN AND KEOUGH; Mechanical Contractor, J. D. NAYLOR AND SON.*

The photograph above of the interior of the new **Southfield High School**, Detroit, Michigan, shows another fine example of how perfectly Herman Nelson Unit Ventilators are designed to harmonize with modern school architecture. The photo at the left—shows the exterior of this beautiful new school.

## Here's why Herman Nelson Unit Ventilators give better service

Designed as fine furniture—built like a battleship—Herman Nelson Unit Ventilator Products have many quality features not found in other unit ventilators. For example: the beautiful linoleum table-top surfaces are *not* thin felt-backed *but* are  $\frac{1}{8}$  inch burlap-backed top quality "Battleship" linoleum.

The ventilating grilles are *not* stamped (as in other units) but are cast from heavy steel. The streamlined doors in the front of the cabinets are *not* awkwardly hinged — but run smoothly on rails. Doors are removable for cleaning and interchangeable with other cabinets.



# in Product Serviceability

Herman Nelson unit ventilator products have earned their leadership position because they do a better job with less servicing. And when they need servicing—as mechanical equipment must, they are *easier to service*.

School custodians praise Herman Nelson unit ventilators because they are easy and practical to service. School principals have long recognized their low-cost maintenance record. Individual school teachers prefer Herman Nelson unit ventilator products because *they see the difference* in the children they are educating. They enjoy working and teaching in a "perfect classroom climate".

Let's examine some of the "owner benefits" provided by Herman Nelson:

**FIELD SERVICE**—these men are factory trained experts in operating and servicing Herman Nelson school equipment. They're available for service or advice at any time. They're on the job when the unit ventilators are being installed. They check all installations and report their findings to the Company.

When the job is completed—they work with and advise the school custodian on the proper handling of the new equipment. They go over each step in the operation. They supply him with his own Operational Manual.

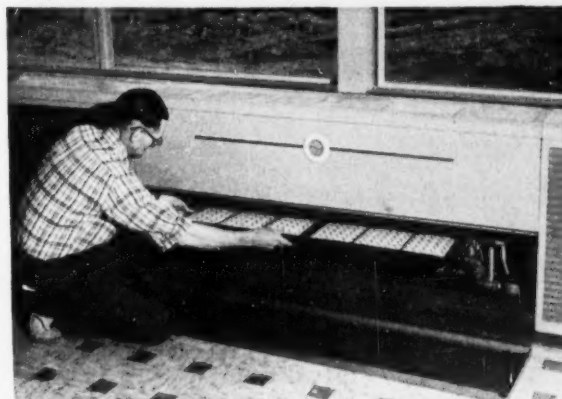
When the installation is completed—the Herman Nelson man on the job then arranges a meeting with the school principal, teachers and the custodian. He explains, in detail, the simple method of operation—shows them what the equipment is designed to do and what it will do—with normal care. This, plus our generous guarantee, is the standard service offered by Herman Nelson.

If you are planning a new school or a modernization program—it will pay you to compare and then specify Herman Nelson Unit Ventilators—another product of American Air Filter Company, Inc., Dept. AJ-5, Louisville 8, Ky. We invite you to write for Bulletin No. 3500.



**ABOVE:** Here's how easy it is to oil the Herman Nelson unit ventilator. Just lift the cast steel grilles for easy access.

**BELOW:** A view of the unit with the front panel removed for easy changing of the throw-away filters.



**BELOW:** This is a typical scene in a modern classroom. The Herman Nelson Field Engineer is demonstrating the new Herman Nelson unit ventilator to the school principal, the teacher and the custodian. One of the plus services offered by Herman Nelson.



Heavy cast steel grilles that open for servicing.




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## Public Education Round Table

(Continued from page 5)

each organization's representation to two men. The Interim Committee<sup>2</sup> was instructed to carry on through the second round table and to act in its discretion regarding organizations invited but not present at the first meeting and others who might be considered for invitation. The general criteria of national scope combined with large membership or influence were to continue to be used. It was emphasized that the round table is not and never can be an action group, but that by promoting mutual confidence and understanding of conditions in public school affairs it may well be the means of bringing about more effective and concerted action by the American people in their respective communities.

At lunch time, the several tables discussed questions which might be considered as future agenda, and these were reported at the concluding session by the member of the Interim Committee from each table. The result was an amazing array of challenging problems confronting public education, any one of which might form the basis for an entire round table meeting. It was suggested that plans for the consideration of such basic matters as finance, buildings, teacher supply, curriculum, and the like, where factual information will be necessary for intelligent discussion, include the bringing to the round table of the best informed authorities in those respective areas as resource persons.

### Questions for Future Considerations

Readers of the JOURNAL, most of whom will be members of more than one of the organizations identified with the Public Education Round Table, will be interested in a tabulation of some of the more important questions raised by the initial group as needing discussion.

1. How can the people of America be aroused to an informed and active interest in their public schools, which will lead to increased support and general improvement in educational services to all children, youth, and adults? This matter of public relations came up more frequently than any other question and in a great variety of forms. It was emphasized that the process must be a "two-way street," with information flowing both from the schools to the public and from the public to the schools, with special responsibilities on the part of school boards, administrators, and staffs, and community organizations of every kind to insure that "all the people have all the facts all the time" in regard to their public schools.

<sup>2</sup> The suggestion that a leader from one of the major national Negro organizations be added to the Interim Committee met with unanimous approval.

2. What would the educational profession propose as ideal blueprints, or goals, for American public education, which could be the basis for local adaptation with the highest degree of effectiveness?

3. What steps can be taken, and by whom, to secure an adequate supply of qualified teachers and to improve the status of the teaching profession?

4. How are public schools to be more adequately financed and what are the relationships between local, state, and federal sources of support? Ways of adjusting to periods of inflation and deflation were also suggested as needing discussion.

5. What is the responsibility of the public schools to develop individual potentialities to a higher degree than is possible under present overcrowded, understaffed conditions?

6. What disposition should be made of outmoded or currently unsuitable instructional and reference materials of all kinds, and who shall determine the criteria for such disposition?

7. What about vocational education in secondary schools as regards (a) the total educational program, (b) the needs of the individual, and (c) our growing and changing society?

8. How can the holding power of our secondary public schools be increased so as to reduce the number of dropouts which now averages about 50 per cent between entrance and graduation?

9. Where do the responsibilities of the school and the home for the education of children begin and end?

10. Would the formulation of a classification on a functional basis of the public school's responsibilities to American society be helpful? If so, by whom should it be made and what should be included?

11. How can we build a stronger sense of responsibility for the public schools in those who are undergoing education in the schools?

12. What can be done to increase dependable research relating to major problems in the field of public education, and to popularize the findings of such research to the public generally?

13. How far can the public schools go in emphasizing moral and spiritual values without entering the area of sectarian indoctrination?

14. What should be done in regard to the inclusion of an international viewpoint in public school policies and programs?

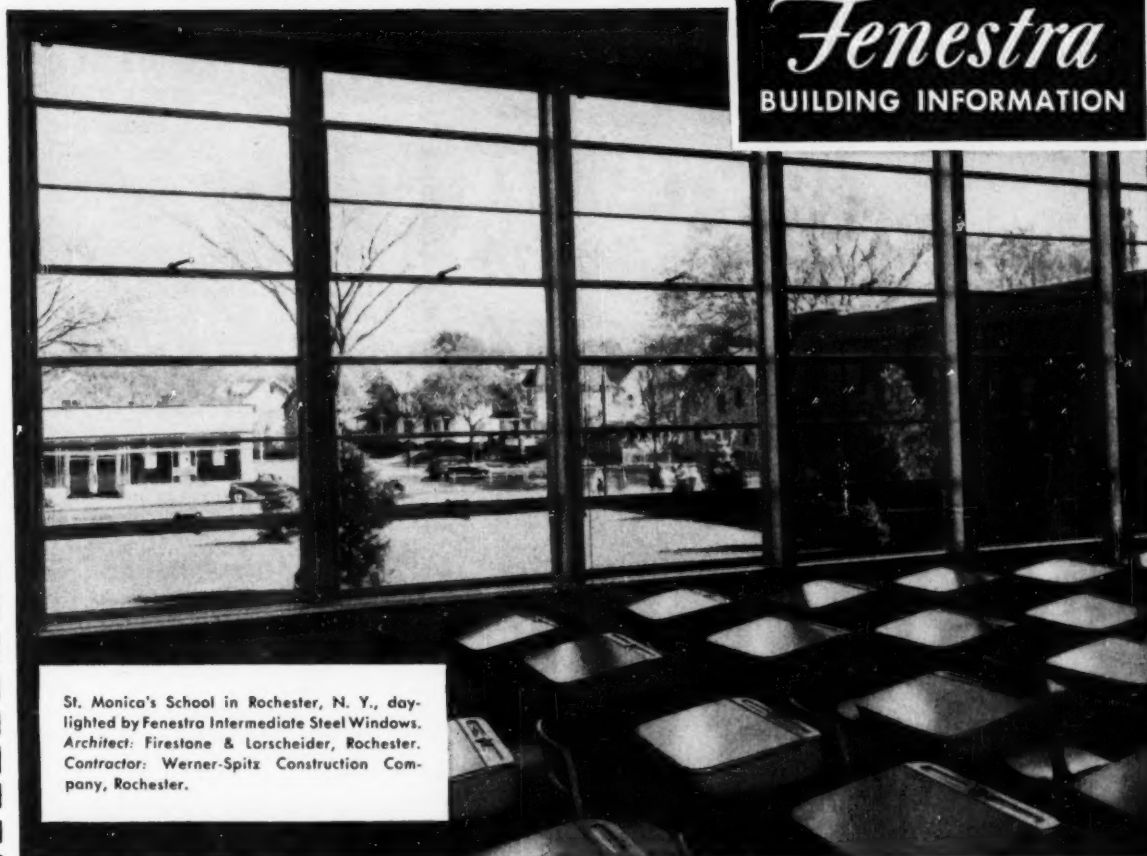
15. In what ways, if at all, are the quandaries in regard to public school policies different from the quandaries confronting the community as a whole?

(Concluded on page 10)



# Fenestra

BUILDING INFORMATION



St. Monica's School in Rochester, N. Y., daylighted by Fenestra Intermediate Steel Windows. Architect: Firestone & Lorscheider, Rochester. Contractor: Werner-Spitz Construction Company, Rochester.

## How much of this free light would you block out?

Most of the school year, you need to *bring in* all the daylight you can. *Clear glass* brings in more daylight than any other kind of glass. And with Fenestra® Intermediate Steel Windows you get *extra clear glass area* because Fenestra's frames are designed to be strong and rigid without being *bulky*.

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You get controlled fresh air

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special Fenestra plant . . . only Fenestra can offer it.

When you're buying daylight, get your money's worth . . . Fenestra Intermediate Steel Windows—by America's largest steel window manufacturer. And for your free copy of *Better Classroom Daylighting* by Lighting Expert R. L. Biese, Jr., and his staff, write Detroit Steel Products Co., Dept. AS-5, 2256 East Grand Blvd., Detroit 11, Michigan. \*\*

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For better school environment...

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The duplicating machine you asked us to build — A machine that will fulfill all school requirements at a price schools can afford.

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## Public Education Round Table

(Concluded from page 8)

### An Unmet Need

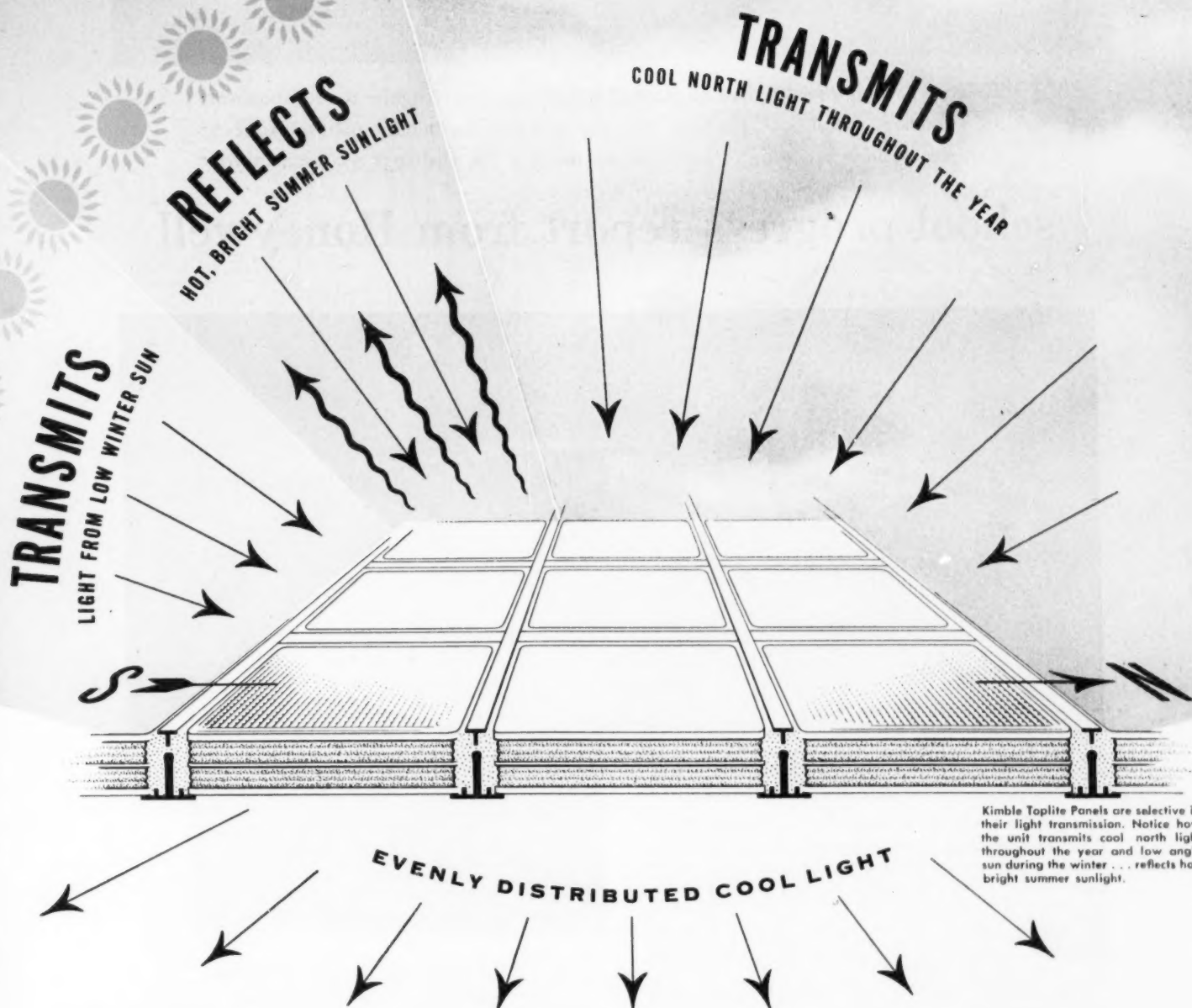
At the Public Education Round Table, one of the participating organizations submitted a postal card recently received and raised the question as to how it might best be answered. The postal read as follows: "Dear Sir: I am interested in up-to-date and unbiased information concerning public education in America. Will you please send me some information?" It was signed by a married woman in the suburbs of one of our great metropolitan areas.

This inquiry pointed up the fact that while a great volume of literature on public school matters is being issued and distributed by professional and lay agencies, there is no single document which would meet such an inquiry as that cited. What seems to be needed is a fairly brief, simply written, basic statement of the foundations, structure, and functions of the American system of public education, so presented that the average interested citizen could use it as a starting point for further study. Moreover, it was pointed out that if such a statement could be discovered or prepared, its effectiveness would be tremendously increased by its publication and distribution under the joint sponsorship of many organizations rather than by any one group.

In the course of a brief discussion of this matter, it was suggested that the 1952 report of the retiring executive secretary of the National Education Association, Dr. Willard E. Givens—a 16-page document entitled "The Public School"—comes close to meeting this need and might be used as a starting point by any of the organizations represented at the round table to discover how nearly they were in accord with it and what changes, if any, they would suggest before agreeing to become a sponsor for its joint publication and use in some modified form. Copies were subsequently sent from NEA headquarters to each member organization for study with that end in view. This may be a fruitful beginning in filling an unmet need among the citizens of America.

### Attention: Public Libraries!

One most interesting suggestion that was offered incidentally during the meeting of the Public Education Round Table was to the effect that it might be very helpful to improved school-community relations if the public library in each community would maintain a shelf or section on which would be displayed copies of every textbook in current use in the schools, arranged by grades and subjects. There, parents and other citizens might have access to the materials which the children and youth of the community were studying. If any library is already doing this, or will undertake to set up such a display, we should like to hear of it.



Kimble Toplite Panels are selective in their light transmission. Notice how the unit transmits cool north light throughout the year and low angle sun during the winter . . . reflects hot, bright summer sunlight.

## ANNOUNCING **TOPLITE**—a new idea in daylighting

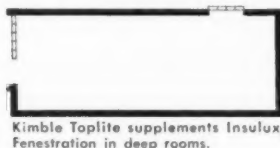
**Kimble Toplite Panels limit and control the heat and amount of light entering a building from overhead.**

Here is the new way to daylight deep interior areas too far removed to be effectively reached by conventional, side-wall, prismatic glass block panels.

Kimble Toplite Panels distribute diffused daylight evenly over wide areas that are far from outside walls. They reflect hot summer sun . . . have unusual ability to reduce solar heat transmission. There are no hot spots, eye-fatiguing glare, nor concentrations of light. Kimble Toplite Panel Units

have an insulating value equivalent to double glazing or side-wall glass block.

Want more information about this great, new advance in daylighting? Write Insulux Glass Block Div., Kimble Glass Company, Dept. AS5, Box 1035, Toledo 1, Ohio.



Kimble Toplite supplements Insulux Fenestration in deep rooms.



**KIMBLE GLASS COMPANY**

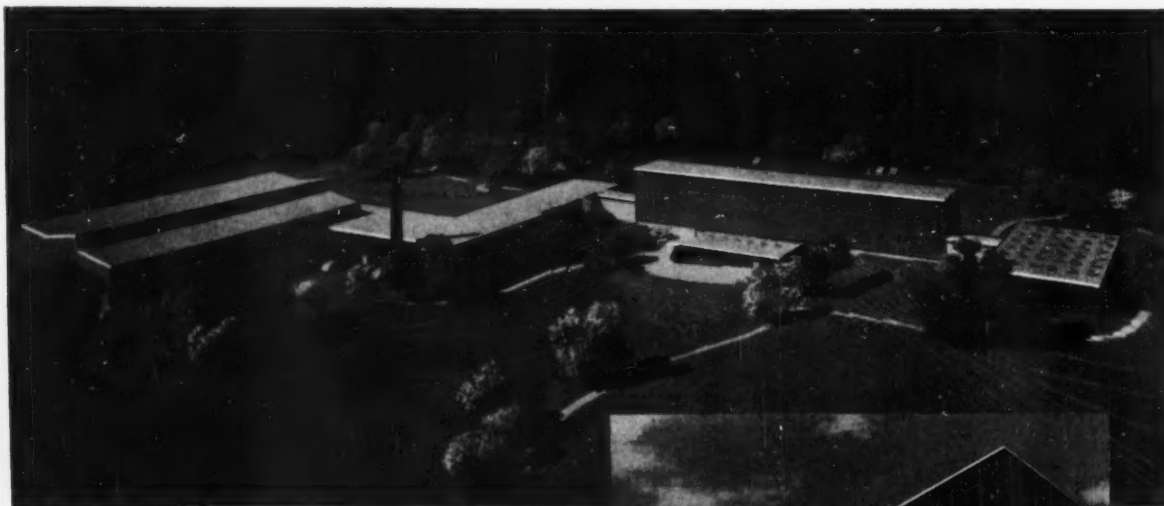
Toledo 1, Ohio—Subsidiary of Owens-Illinois Glass Company



### *The High School Problem*

Today, a new high school must be planned and equipped to recognize the advancements in secondary educational practices and the school's community obligations. Four examples of how the nation's architects are meeting this challenge are here, in your

## **school progress report from Honeywell**



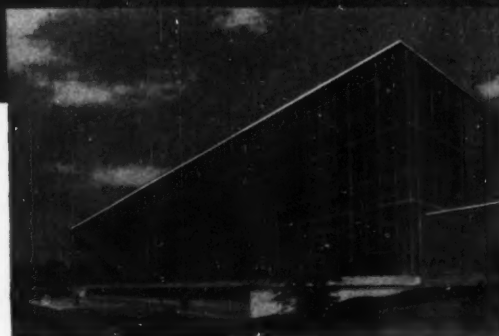
### **New Iowa school embodies significant departures in secondary school design**

The plan of Keokuk's striking new Senior High School-Community College is attracting much attention! Its advanced design combines complete facilities for a modern high school, a fine community meeting place as well as provision for future expansion. The architects, following the campus concept, allotted facilities in four connected buildings: academic, industrial arts, administrative-community, and a gymnasium.

A fine cafeteria-auditorium will be a most practical means of providing facilities for community affairs.

Non-load-bearing concrete block partitions will be used between classrooms. They may be moved at low cost when expansion becomes necessary.

<i>Architects-Engineers:</i>	<i>Perkins &amp; Will, Chicago</i>
<i>Mechanical Engineer:</i>	<i>E. R. Gritschke, Chicago</i>
<i>General Contractor:</i>	<i>Lovejoy Construction Co., Des Moines</i>
<i>Mechanical Contractor:</i>	<i>Sid Smith &amp; Company, Waterloo</i>

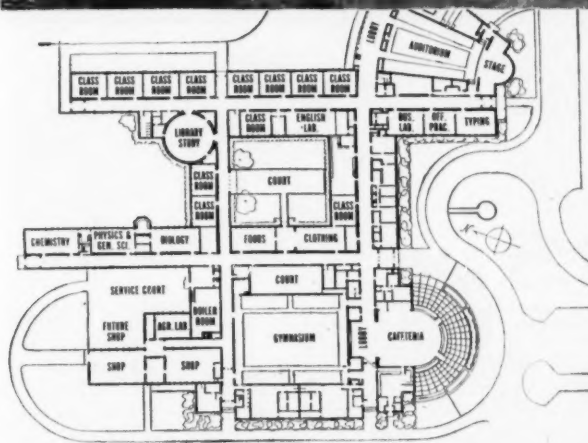


### **"Daylighting" design benefits corridors and classrooms**

The south wall (above) of the academic building consists of beautiful, glass-walled corridors—which afford a spectacular view of the Mississippi River.

All classrooms face north, along the opposite wall, for ideal "daylighting." Additional daylight is "borrowed" from the sun-flooded corridors via inner wall strip windows. Inner rooms, like the library, get daylight from unique "sundomes" on the roof.

To complete the wonderful educational environment, each classroom will have Honeywell Individual Room Temperature Control. This insures constant comfort regardless of widespread use of glass. Honeywell Day-Night automatic controls will also be installed for fuel economy.



### Well-planned new Junior High School completed in Tulsa

Citizens in Tulsa can point with pride to their new Alexander Graham Bell Junior High School. The public supported the entire cost of construction by floating a new bond issue—approved in a special bond election.

All facilities for academic, industrial arts and athletic events are included in the long "T" shaped building. Classrooms and corridors are bright and cheery. The gym and auditorium, available for community functions, are conveniently located at one end so classrooms will not be affected by noise and traffic common to this area.

Temperature and ventilation in the entire building are regulated by a modern Honeywell Control System, specifically designed for this school's requirements and including thermostatic control for each individual classroom.

Architects: Black and West, Tulsa  
General Contractor: W. R. Grimshaw Co., Tulsa  
Mechanical Contractor: Beardon Plumbing Co., Tulsa

# MINNEAPOLIS Honeywell



*First in Controls*

### How new Connecticut school benefits from excellent architectural planning

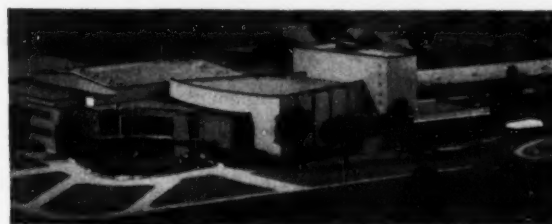
Children in Chester, Deep River and the Essex areas of Connecticut are now educated in Regional High School No. 4—one of the nation's most modernly designed and equipped high schools.

Wonderful community facilities are included. The gym, cafeteria, health unit, administrative area, art department and auditorium are all easily accessible for public use. The building is designed so it may be easily expanded.

The ingenious floor plan (at left) shows how courts and cross corridors divide traffic into alternate routes to avoid congestion. Related departments are located together to further reduce traffic.

The problem of temperature control was solved by dividing the building into four zones, providing each with its own Honeywell system. In addition, each classroom has Honeywell Individual Room Temperature Control for the ultimate in comfort. Economical Day-Night Honeywell Thermostats were specified to save fuel.

Architect: Ernest Sibley, West Hartford  
Mechanical Engineer: Paul D. Harrigan, New Haven  
General Contractor: Associated Construction Co., Hartford  
Heating Contractor: Marino Plumbing & Heating Co., Middletown



### Senior High School, Pasco, Washington, serves dual purpose in community

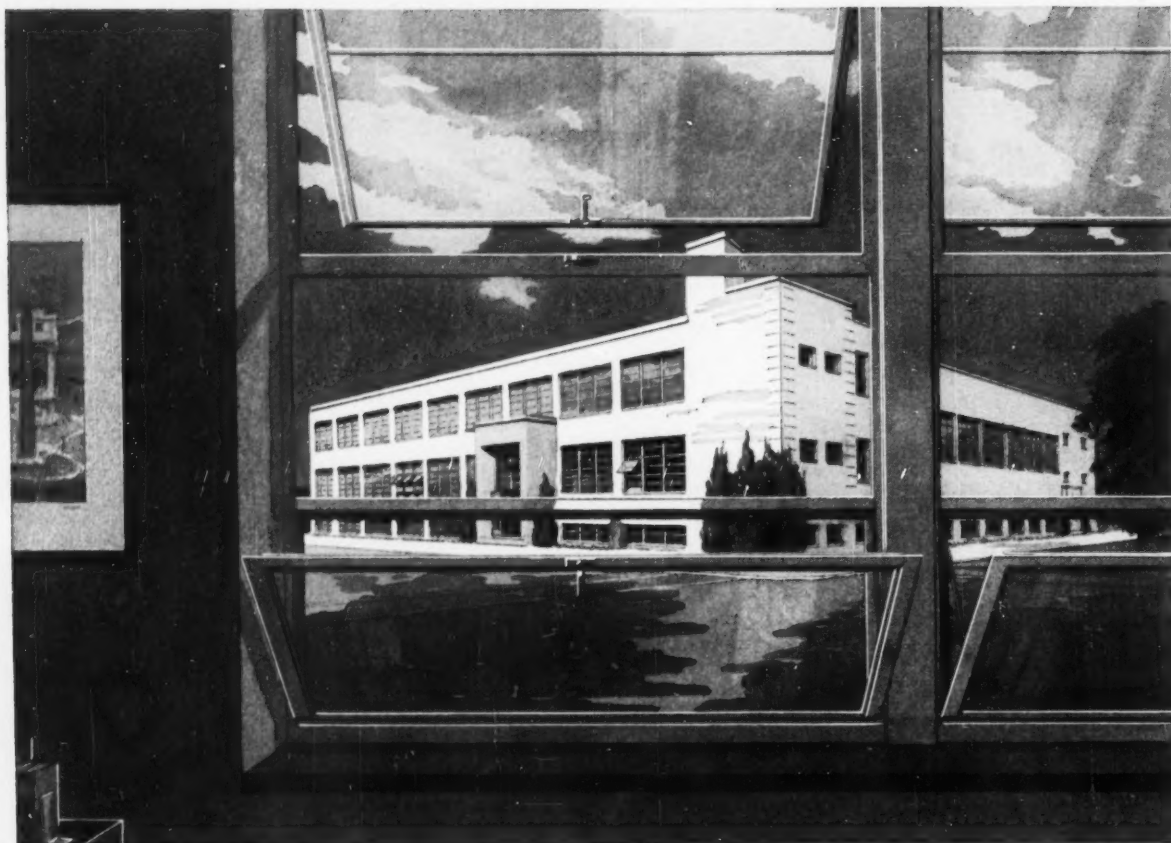
Pasco recently filled the need for a new high school and a community auditorium with this modern school.

The well designed building houses 50 classrooms, a vocational shop, cafeteria, library, gym, and a modern auditorium that can be used for various community activities.

In keeping with the high standards set for the project, Honeywell Individual Room Temperature Control was used in all classrooms. The completely air-conditioned auditorium is controlled by a separate Honeywell System, which was carefully engineered to regulate accurately heating, cooling and humidity.

Architects: Wolff, Bishop & Ritter, Spokane  
Engineers: Kendall M. Wood, Joseph Doyle, Spokane  
Contractors: Warren, Little & Lund, Walter G. Meyers & Son, Spokane

For additional information on control systems for schools call one of the 104 Honeywell offices, located in key cities from coast to coast. Or write Minneapolis-Honeywell, Dept. AJ-5-94, Minneapolis 8, Minn.



*St. Joseph Parochial High School, Camden, New Jersey. Architect: Thomas J. Early, Phila. Lupton Master Aluminum Windows.*

Take aluminum extruded in special window shapes, in our own plant . . . add construction knowledge gained through over 40 years experience in manufacturing metal windows . . . precision engineering and tested designs . . . and you have Lupton "Master" Aluminum Windows, recognized for quality throughout the country.

Here is permanent beauty in never-needs-to-be-painted aluminum that blends with all architectural styles. Trim, slim lines allow maximum glass

areas, yet framing members are deep for rugged strength. Ventilators open and close easily, will never warp, stick, swell, shrink or rattle. They provide natural ventilation adjustable to any weather.

For fine appearance . . . for efficient service . . . for trouble-free long life with a minimum of maintenance, it's Lupton "Master" Aluminum Windows. They are available from coast to coast. Your architects have the Lupton Metal Window story, or you can get it from the Local Representative — write for his name.

#### MICHAEL FLYNN MANUFACTURING COMPANY

700 East Godfrey Avenue, Philadelphia 24, Penna.

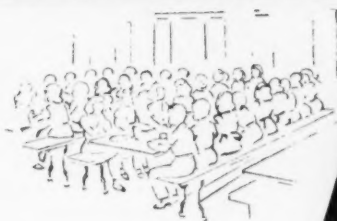
*Member of the Steel Window Institute and Aluminum Window Manufacturers' Association*

# LUPTON

## METAL WINDOWS



**Choose the Unit  
that Best Suits  
Your Needs!**

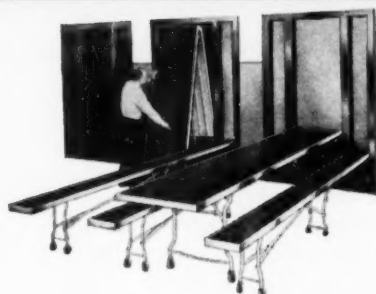


**Schieber, originators of In-wall folding tables and benches, now offer a second style. The economies of multiple-use-of-space are now available to all schools regardless of budget or special requirements.**

**ALL-STEEL CONSTRUCTION**

*In-wall*

**RIGIDLY ATTACHED TO WALL POCKETS**



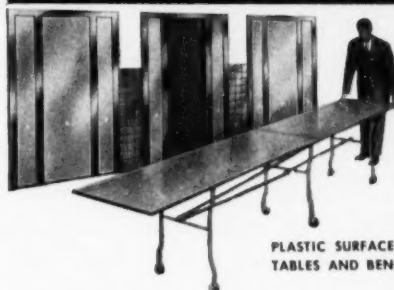
Here is genuine quality that has stood the test of time. Since 1937, more than 500 architects have specified thousands of these units in schools from coast to coast. With full knowledge of the rugged use they receive Schieber puts into their construction the best in workmanship and materials. Sound policy? Schieber IN-WALL users have no service problem.

Unless you foresee the need of detaching tables and benches from the wall, specify IN-WALL and get the extra rigidity and quality it offers as compared with detachable units.

**PLYWOOD TOPS—STEEL LEGS**

*Port-a-Fold*

**DETACHABLE FROM WALL POCKETS**



PLASTIC SURFACED  
TABLES AND BENCHES

This is a low cost, plywood top, version of IN-WALL, yet many of the important quality features of IN-WALL are incorporated in its design. With 15 years experience building folding tables and benches, Schieber knows exactly where strength is needed. No castings are used in Port-A-Fold and reinforcements are provided where necessary to absorb the abuse of daily operation.

If conditions require various seating arrangements or your budget is restricted, specify this unit.

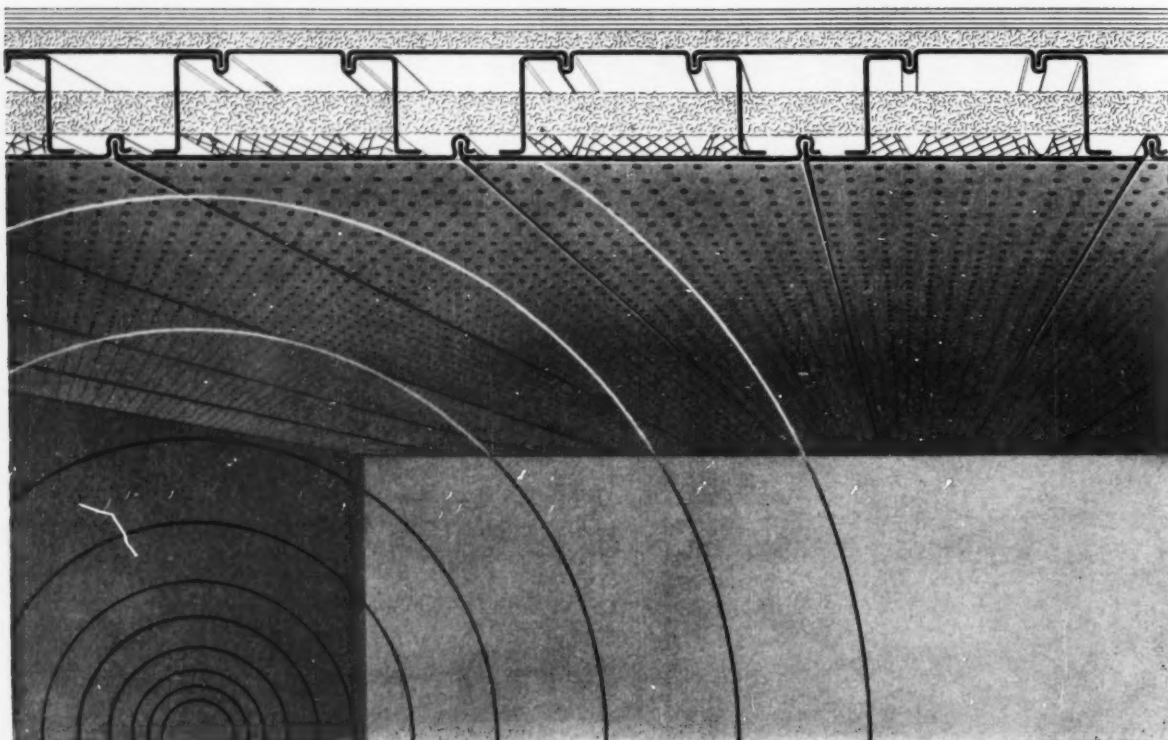
If you are planning a new school or modernization of an existing building, consult SWEET'S file or write for these two catalogs and get complete details on both Schieber units. Then choose the type that best suits your needs.



**SCHIEBER  
SALES COMPANY  
DETROIT 23, MICHIGAN**

a name that  
has always stood  
for highest quality  
in folding table  
and bench  
equipment.

**IN CANADA . . . LaSalle Recreation, Ltd., 945 Granville Street, Vancouver, B. C.**



## Here's noise-control... *built in!*

Here, the acoustical treatment is the *structural ceiling*—and the subfloor or roof above—saving time, labor, materials and money.

It's formed of Fenestra® Acoustical "AD" Metal Building Panels locked together side-by-side to form a tremendously strong, solid structure.

An "AD" Panel is a rigid metal box beam with a flat, smooth surface top and bottom and open space in between. The top surface forms the sub-

floor or roof deck. The perforated undersurface forms the ceiling. In the open space between is glass fibre insulation.

This new kind of acoustical ceiling is virtually indestructible. You can wash it or paint it without hurting its acoustical efficiency.

And it's *noncombustible*.

Write us for the whole money-saving story. Detroit Steel Products Company, Dept. AS-5, 2256 East Grand Blvd., Detroit 11, Michigan.

\*Trademark

*Fenestra*

### METAL BUILDING PANELS



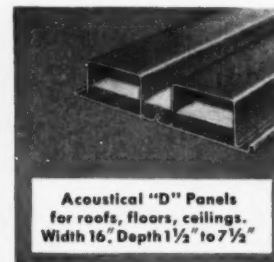
"C" Insulated Wall Panels.  
Width 16" Depth is 3".  
Steel or aluminum



Acoustical "AD" Panels  
for ceiling-silencer-roof.  
Width 16" Depth up to 7½"



Acoustical Holorib  
for acoustical-structural roof.  
Width 18" Depth 1½"



Acoustical "D" Panels  
for roofs, floors, ceilings.  
Width 16" Depth 1½" to 7½"



## Seattle's Efficient

# MODERN SCHOOL ADMINISTRATION BUILDING\*

Equipped with **POWERS** Temperature Control

Taxpayers in Seattle may well be proud of this attractive building for it is an outstanding example of the trend to provide school executives with facilities as efficient and modern as the schools under their supervision.

In the executive offices, conference rooms, library, audio-visual, child guidance, medical service and P. T. A. divisions, cafeteria, 200-seat auditorium and other spaces right-temperated-air is assured by a Powers Pneumatic Control System.

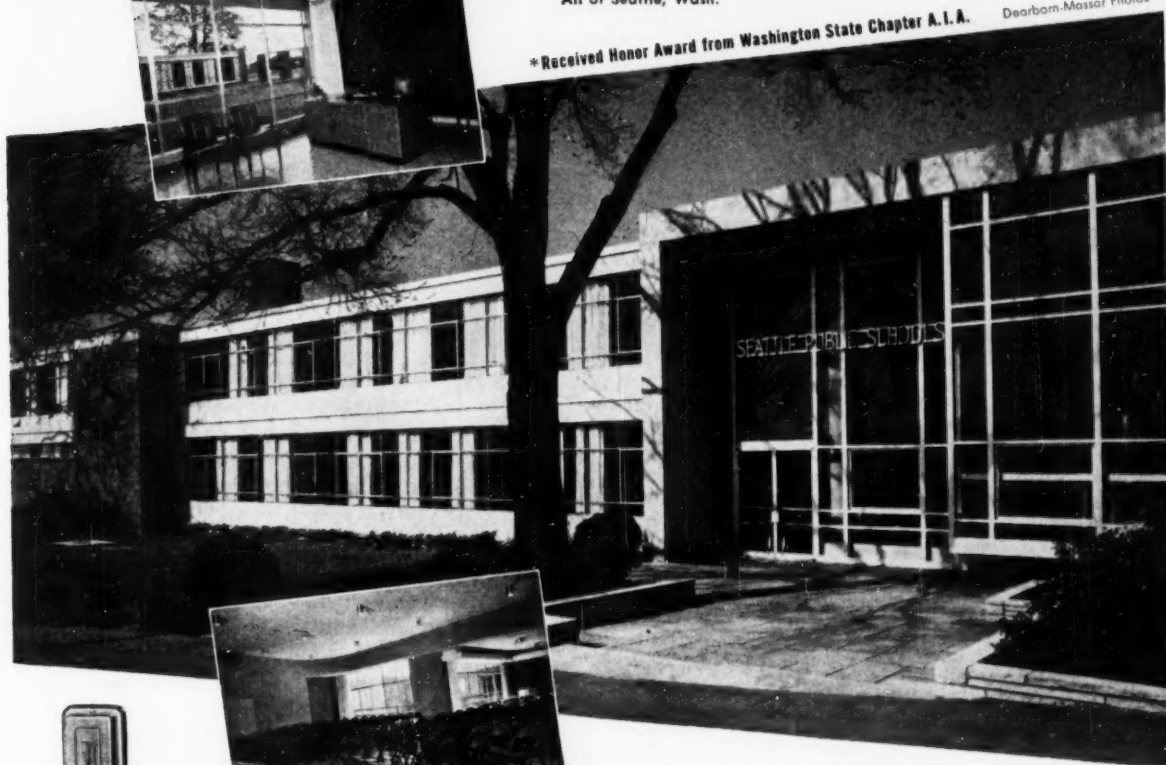
**Architects:** J. Lister Holmes & Associates

**Engineers:** Marius Anderson & Associates

All of Seattle, Wash.

\*Received Honor Award from Washington State Chapter A. I. A.

Dearborn-Massar Photos



## **POWERS** Pneumatic Systems of Temperature Control

... prevent OVER-heated rooms. Greater comfort, lower fuel bills and many years of dependable service make Powers control a highly profitable investment. Contact our nearest office for help in solving your temperature control problems.

(b1)

Established in 1891 • **THE POWERS REGULATOR COMPANY** • SKOKIE, ILL. • Offices in Over 50 Cities





Webster Walvector with attractive cabinet-type enclosure adds a modern touch in classrooms of Garfield School.

## New School Building from Old

**Maywood, Ill. . . . Public school officials here have extended the usefulness of the old section of the 53-year-old Garfield School by comprehensive modernization. Outstanding feature was replacement of obsolete hot air system with Webster Walvector.**

Rejuvenation of the old section of the Garfield School in 1951 involved such things as fresh, light-colored paint, sanitary asphalt floor tiles and modern, movable desks. These improvements would not have been long lasting with the obsolete duct-type hot air system. Hence, Webster

Garfield School, Maywood Ill. Old section, built about 1900, was completely rejuvenated in 1951. Heating installation by Troft Heating & Ventilating Co., Inc., with the approval of Chiaro & Chiaro, Architects and Engineers, school architects.



Tru-Perimeter Heating and Webster Walvector were vital to the plan.

Here's what Joseph Lorenzo, Building Superintendent, has to say: "We like the new system very much. Heat is spread evenly along outside walls and under all the windows with a minimum of piping. It is much more economical than our old system." Webster Walvector stops down-drafts, provides gentle heat to all parts of the room, eliminates cold and hot spots.

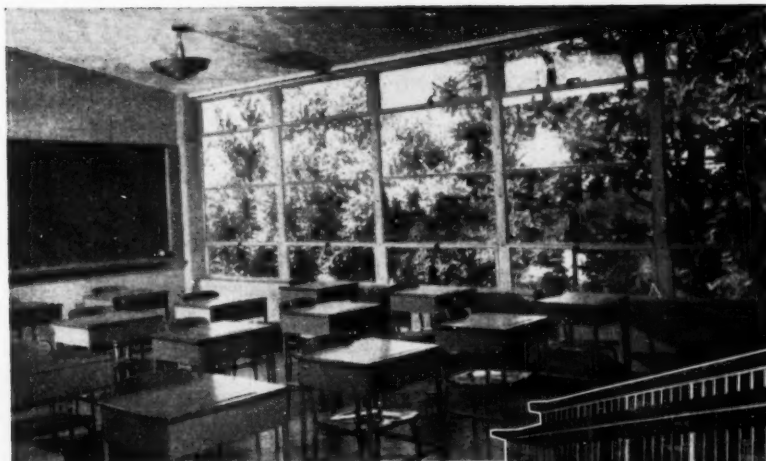
The new heating installation has five zones. Webster Walvector was installed in all ten classrooms. Webster Convactor Radiators were used in vestibules, corridors and all other rooms.

Interested in full details about Webster Walvector? Ask your local Webster Representative for Bulletin B-1551 or write us.

Address Dept. AS-5

**WARREN WEBSTER & COMPANY**  
Camden 5, N. J. Representatives in Principal U. S. Cities  
In Canada, Darling Brothers, Limited, Montreal

**Webster**  
**WALVECTOR**  
REG. U. S. PAT. OFF.  
**For Steam or Hot Water Heating**



◀ Daylight Wall brings the rooms and the out-of-doors together at Holy Ghost Fathers Seminary, Ann Arbor, Michigan.



▲ St. Gerard School, one of 13 schools designed by Charles D. Hannan that have Thermopane Daylight Walls.

◀ Notice how natural daylight illuminates every part of this room in St. Agatha's School, Detroit.

## Charles D. Hannan specifies *Thermopane* for MORE DAYLIGHT, MORE COMFORT AT LOW COST

Distinguished by an abundance of daylight in every room and amazingly low construction costs, the pace-setting Michigan schools, designed by Charles D. Hannan, make extensive use of *Thermopane*\* insulating glass. In fact, Mr. Hannan considers *Thermopane* essential to achieving these results.

To quote Mr. Hannan, "*Thermopane* enables me to give schools in this climate all the benefits of Daylight Walls, such as natural daylight illumination and the added feeling of spaciousness, and to keep costs down. Our studies show that using *Thermopane* materially reduces the cost of lighting and heating equipment required, as well as cutting operating costs. It makes the areas next

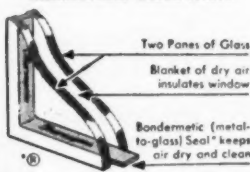
to windows usable in any temperature and provides a wall surface that is easily cleaned and maintained, inside and out."

*Thermopane* has been used in thirteen Hannan-designed schools and in every addition built onto these schools—convincing evidence that school officials have been pleased with the results.

If you have anything to do with school design or operation, you will enjoy reading the newest, authoritative publication on school daylighting, *How to Get Nature-Quality Light for School Children*. For a free copy write Libbey-Owens-Ford Glass Co., 4053 Nicholas Bldg., Toledo 3, Ohio.

\*®

**THERMOPANE QUICK FACTS**



Two Panes of Glass  
Blanket of dry air insulates window  
Bondarhetic (metal-to-glass) Seal\* keeps air dry and clean

*Thermopane* insulating glass is widely and successfully used. *Thermopane* with 1/2" of dry air hermetically sealed between two panes has twice the insulating value of single glass. This minimizes chilliness, drafts and heat loss at windows in winter. *Thermopane* cuts air-conditioning costs by reducing the amount of heat entering during summer. It cuts out 44% more noise than single glass. Write for *Thermopane* literature. Libbey-Owens-Ford Glass Company, 4053 Nicholas Building, Toledo 3, Ohio.



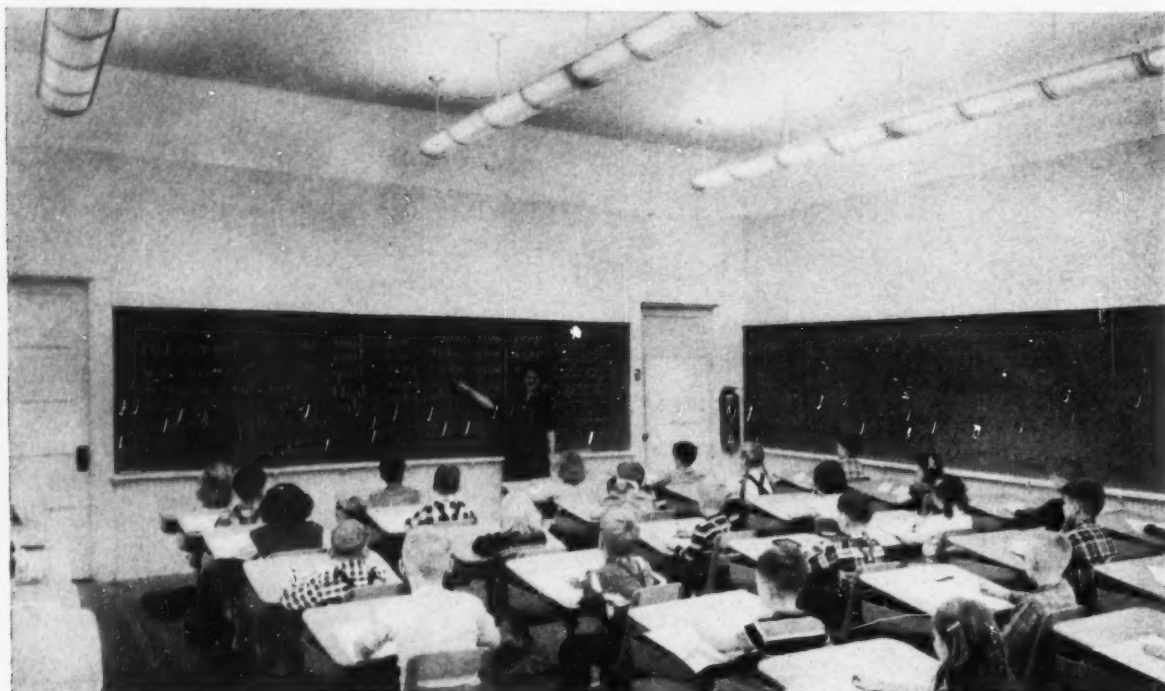
**THERMOPANE • PLATE GLASS • WINDOW GLASS**

# DAYLIGHT WALLS

... THAT DON'T OBSCURE VISION

OTHER L·O·F GLASS PRODUCTS: Vitrolite® • Tuf-Rex® Tempered Plate Glass  
Tuf-Rex Doors • Safety Glass • E-Z-Eye Safety Plate Glass • Fiber-Glass

## Another "Co-ordinated Classroom"



Elementary School, Hampton Township, Pittsburgh, Pa.

### with *Wakefield* Luminous-Indirect STARS



The Wakefield STAR  
luminous-indirect  
fluorescent



The Wakefield  
COMMODORE  
luminous-indirect  
incandescent

In this Hampton Township School classroom such basic elements as desks, daylight, artificial light, floor, paint and chalkboards are controlled to produce a "Co-ordinated Classroom". Note that the artificial illumination is provided by luminous-indirect equipment. This is important. It is important because only luminous-indirect luminaires, whether fluorescent or incandescent, are capable of distributing light in accordance with "Co-ordinated Classroom" principles.

Chosen for this classroom was the Wakefield Star, a fluorescent unit with a Plaskon reflector which puts 90% of the light on the ceiling, making the ceiling seemingly the principal source.

Light is thus distributed uniformly throughout the room, and is free from shadows, sharp brightness contrasts and reflected glare from task or adjacent surfaces. No direct glare is presented to the child either, since the reflector conceals the lamps and is itself only about as bright as the ceiling above it.

More and more educators, architects and illuminating engineers are recognizing that luminous-indirect lighting equipment is basic to the "Co-ordinated Classroom". For a comprehensive booklet, "Supplementary Lighting for the Co-ordinated Classroom", write to The F. W. Wakefield Brass Company, Vermilion, Ohio.

## *Wakefield* Over-ALL Lighting

BASIC FOR CO-ORDINATED CLASSROOMS



THE COMMODORE



THE STAR

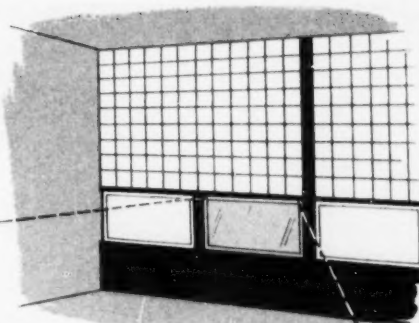


THE WAKEFIELD CEILING





*Brand new!*



# DUSKLITE

**... a special glass for vision strips  
used with PC Glass Block panels**

Most school officials agree that panels of PC Functional Glass Blocks provide the ultimate in natural lighting for classrooms. It has been common practice for many architects to use them with clear-glazed vision areas because people usually want to see out. But shading devices commonly used to overcome the high brightness levels through these areas blocked the vision the architect was trying to provide.

Now, however, Dusk-lite, a completely new laminated safety glass developed and manufactured by Pittsburgh Plate Glass Company, provides the brightness control needed for these areas *without* blocking the vision. Thus,

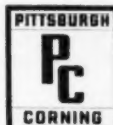
the need for expensive, high-maintenance blinds, shades or louvers is eliminated.

Dusk-lite is neutral grey with a visible light transmittance of about 25%. It is available in  $\frac{3}{16}$ " thickness and in sizes up to 15 square feet. Color perception through it is excellent.

If you send the coupon, we'll be glad to tell you how PC Glass Block panels combined with Dusk-lite vision strips can improve daylighting and save money.

**Pittsburgh Corning  
Corporation**

PITTSBURGH 22, PA.



Pittsburgh Corning Corporation  
Dept. 53, Pittsburgh 22, Pa.

Please tell me more about Dusk-lite and its use with PC Functional Glass Block Panels.

Name ..... Title .....

School System .....

Address .....

City ..... Zone ... State .....



Darien Junior High School, Darien, Connecticut

## "HEARING AID" for hard-to-hear-in rooms

Acoustical environment is an important factor in the progress of pupils. In classrooms where unchecked noise and poor acoustics impede distinct hearing, children must strain to hear. Thus, tension and fatigue increase. Attention slackens. Discipline tends to deteriorate. Effective concentration is vastly more difficult.

### Low-Cost Answer

The solution to the problem of hard-to-hear-in rooms? Schools by the hundreds have found it in economical Acousti-Celotex Sound Conditioning! A sound-absorbing ceiling of Acousti-Celotex Tile improves faulty acoustics, makes distinct hearing easier in classrooms,

auditoriums, music rooms. In addition, it checks noise and brings *quiet comfort* to libraries, study halls, band rooms, gyms, cafeterias, corridors.

High Density  
Low Density

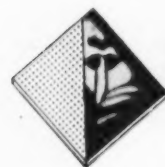


**DOUBLE-DENSITY**—As the diagram shows, Acousti-Celotex Tile has two densities. High density face, for a more attractive finish, superior washability, easy paintability. Low density through remainder of tile, for controlled sound-absorption value.

### Easy Maintenance

Acousti-Celotex Tile is quickly installed, requires no special maintenance. Its unique *double-density* feature (see diagram) provides excellent sound-absorption value plus a surface of remarkable beauty and washability. Can be washed repeatedly and painted repeatedly with no loss of sound-absorbing efficiency.

**MAIL COUPON TODAY** for a Sound Conditioning Survey Chart that will bring you a *free analysis* of the noise and acoustical problems in your school, plus a factual free booklet, "Sound Conditioning for Schools and Colleges." No obligation.



# ACOUSTI-CELOTEX

TRADE MARK

REGISTERED

U. S. PAT. OFF.

## Sound Conditioning

Products for Every Sound Conditioning Problem—The Celotex Corporation, 120 S. La Salle St., Chicago 3, Illinois • In Canada: Dominion Sound Equipments, Ltd., Montreal, Quebec

### Mail Now

The Celotex Corporation, Dept. AA-53  
120 S. La Salle St., Chicago 3, Ill.

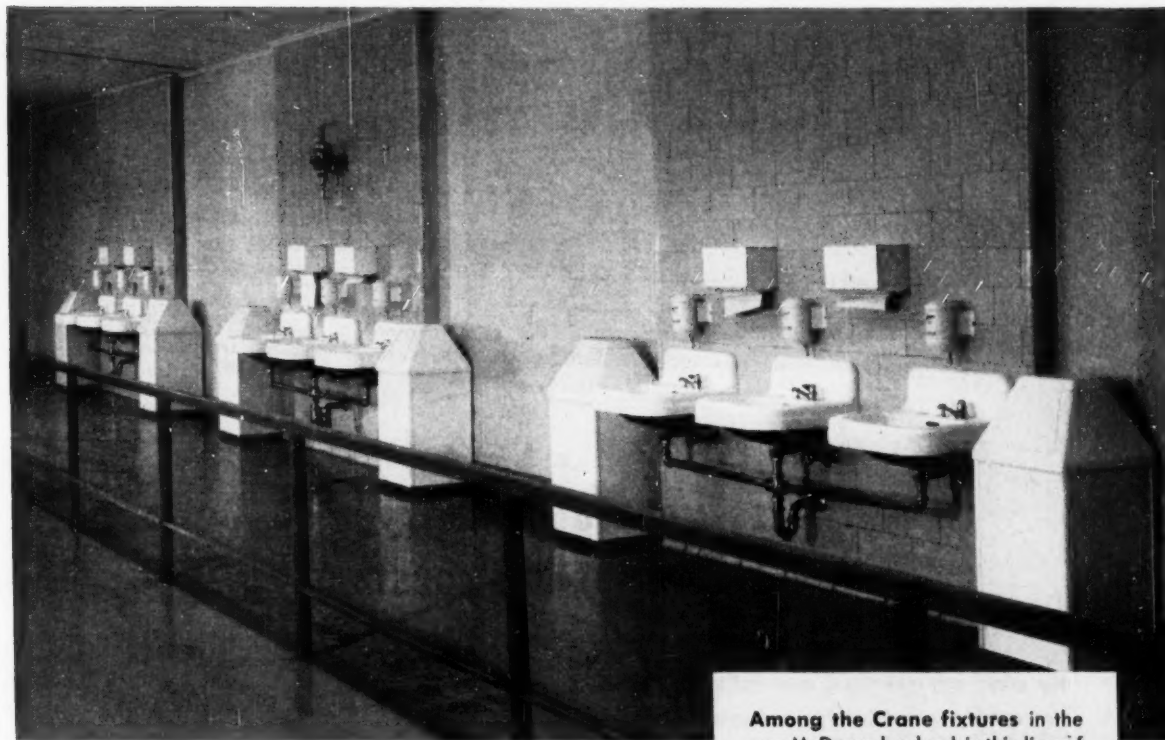
Without cost or obligation, send me the Acousti-Celotex Sound Conditioning Survey Chart, and your booklet, "Sound Conditioning for Schools and Colleges."

Name \_\_\_\_\_ Title \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_

# Another picture of sound school planning



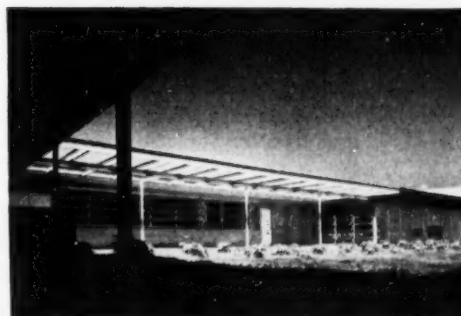
Among the Crane fixtures in the new McDonogh school is this line of Rhodile lavatories . . . conveniently placed so that students file past them as they enter the cafeteria.

Like other alert communities that have kept their eyes on the birth-rate charts, New Orleans, Louisiana, is taking measures to keep its school system abreast of today's—and tomorrow's—demands.

The city's latest move in this direction is represented by the recently-completed McDonogh Elementary School No. 39—a splendid example of modern school construction and Crane-equipped throughout.

Crane fixtures were chosen because their specialized school design and sound construction solve many important problems of space, maintenance, and cost—and because Crane is the name that means reliability and permanence in plumbing.

If you are planning new school construction or new facilities in present buildings, let your Architect and Plumbing Contractor know your preference for Crane.



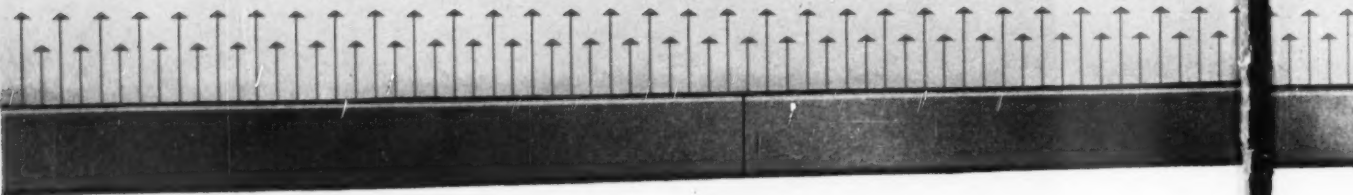
McDonogh No. 39 Elementary School, New Orleans, Louisiana. Architects: Curtis & Davis, New Orleans; General Contractor: Farnsworth & Chambers, Houston; Plumbing Contractor: American Heating and Plumbing Co., New Orleans.

## CRANE CO.

GENERAL OFFICES: 836 SOUTH MICHIGAN AVE., CHICAGO 5  
VALVES • FITTINGS • PIPE  
PLUMBING AND HEATING



# NEW! Trane Unit Ventilator 40-foot blanket of **FORCED**,



**HEATS MORE EVENLY ...ends cold corners**

**VENTILATES MORE UNIFORMLY ...ends stale spots**

**STOPS DOWN-DRAFTS CONSTANTLY ...ends window chill**

No other unit ventilator ever built can blanket the entire outside wall with a forced upward flow of tempered air, providing better heat and air distribution and also protecting children from down-drafts, even when the heat is off!

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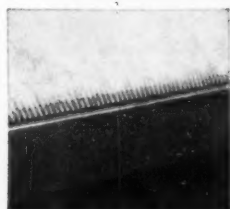
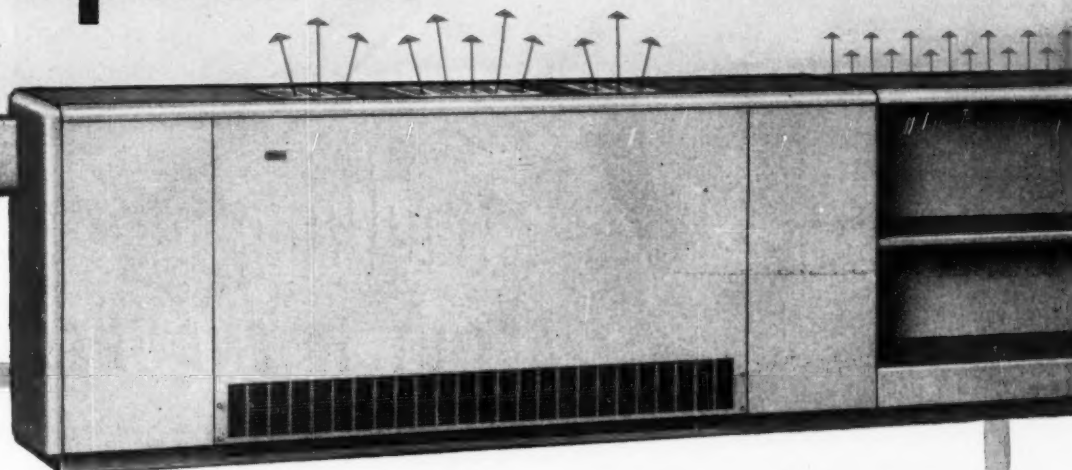
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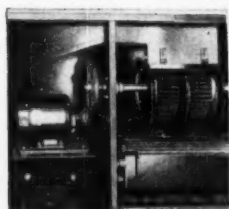
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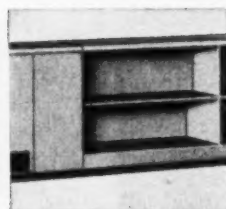
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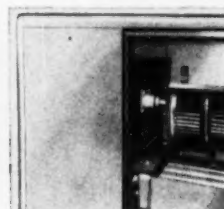
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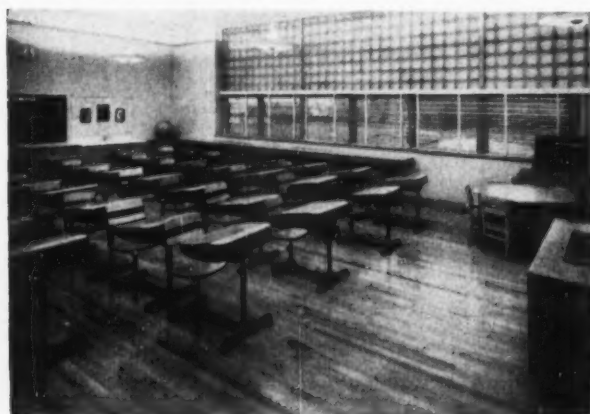
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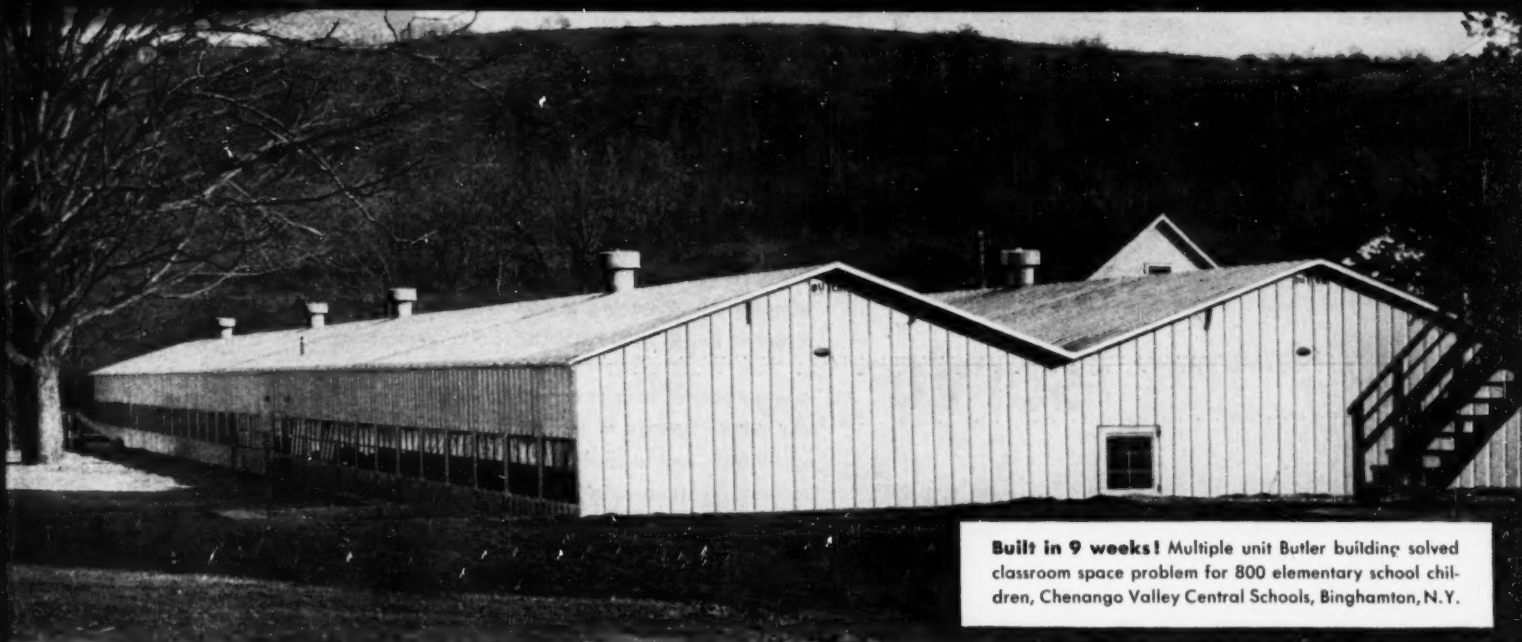
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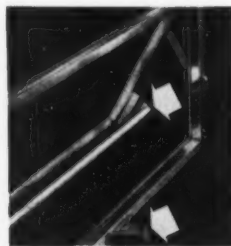


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Education for All —

# A Dual Function of the American Public School

*Dr. Lyle Glazier\**

In almost every community today, a minority of indignant parents are bitterly critical of their schools, because they feel that the schools are relaxing standards. These parents may not pretend to know much about educational theory, but they feel that their schools are being damaged by too much theory and too little hard work — too little hard work on the part of the children; they are frank to admit that the teachers work hard enough at their mistaken notions.

What these parents usually ask for is more emphasis on the "3 R's." The schools are ridden by frills, they claim. Children are incapable of doing well more than a very few things in a given time; therefore, let us concentrate on the basic essentials. There is some irony in these criticisms, for the parents are sometimes not very good advertisements for the educational techniques they advocate. This is especially true in regard to grammar, the one of the three R's which is apt to be most often mentioned. If the old-fashioned school "taught grammar as it should be taught," the net results were often surprisingly meager. Furthermore, judging by the success of these parents in their occupations, there is little correspondence between vocational success and academic standards of "correctness."

## Administrators Must Take Heed

Be this as it may, when a considerable body of intelligent citizens becomes critical

of one of their institutions, it is proper for the administrators of that institution to pay attention, and to try to see to it that the criticism is answered. In this matter of the administration of our schools it often seems that there is little real attempt to find a common ground. Educators, who have been exposed to a number of years of intensive preparation for their profession, assume with reason that as specialists they have a claim to be regarded as authorities. Parents, on their side, see their children adopting a cavalier attitude toward schoolwork, and wax eloquent over the inanities of "educated screwballs."

What makes the situation tragic and not comic is that the success or failure of democracy itself is at stake, for the success of the public school will in the long run determine the success of a democratic society. Leading advocates of democracy from Jefferson on down have asserted this as a fundamental premise. That, in the contemporary scene, both the educators and their critics are equally sincere does not lessen the heat or importance of the argument.

Actually, a common ground does exist, even though to see it demands a kind of bifocal vision. For, actually, two conceptions of the function of the public school are here involved.

The parent critics are products of the public school of ten, twenty, even thirty or more years ago. Although they may not know it, their criticism is not at all new. Twenty-five years ago when Robert and Helen Lynd first examined the American

Middletown, they found the older generation critical of the schools, and children as indifferent to schoolwork as some children are today. The Lynds tell the anecdote of the girl who was asked how she got such high marks and did so little work. "When do you study?" someone asked a clever high school senior who had just finished recounting her week of club meetings, committee meetings, and dances, ending with three parties the night before. "Oh, in civics I know more or less about politics, so it's easy to talk and I don't have to study that. In English we're reading plays and I can just look at the end of the play and know about that. Typewriting and chemistry I don't have to study outside anyway. Virgil is worst, but I've stuck out Latin four years for the Virgil banquet; I just sit next to — and get it from her. Mother jumps on me for never studying, but I get A's all the time, so she can't say anything." This, we must remember, was in 1925; it is even possible that the young lady of 1925 is one of today's critics, with a very different picture of her old school from what it seemed to her then.

## Concept of School Function Changing

What we are facing today, then, is part of a long-range change in the conception of the function of the public school. It is a change which started nearly a hundred years ago, and it is not yet complete, though on the secondary school level it is nearly complete. A high school education

\*Member of the Board of Education, Orchard Park, N. Y.

used to be looked upon as a badge of aristocracy; today it is a part of the common schooling, taken for granted as the right of all American youth. During the past few years a comparable change has been taking place in the attitude toward a college education, and colleges too are facing the charge of lowering standards.

In the democratization of our public schools, it would be surprising if there were not some lowering of standards. Probably, in the high school of fifty years ago, where many students dropped out early to go to work (especially if they found school work growing difficult), competition was stiffer, the contest for survival was keener. In those schools the children may have taken their work more seriously — though it is doubtful that one could make a sound generalization about the greater zeal of a privileged social class.

More important than the difference in seriousness on the part of the students was the fact that, since a high school education was a badge of social prestige, it could be taken for granted that most high school graduates would come from homes with distinct cultural advantages. Working class families could not always afford to deprive themselves of the income to be derived from putting their children to work. Hence, high school standards would be higher because most children who could afford the luxury of a high school education would already have the cultural advantages of homes where good books were read and discussed and where correct English was spoken.

### Schools Reflect Society

The revolution which has been taking place in our schools is part of the revolution in our society as a whole. It is tied up with the industrial revolution, with American industrial and business sagacity, and with effective labor organizations, all of which have combined to make it possible for family incomes to soar without the assistance of teen-age labor. Out of this revolution has come the conception of education for all American youth, a conception which is the keystone of contemporary American educational theory.

Education for all American youth means the guarantee of public school education through high school for every child who wishes to take advantage of it. It means that the schools have taken on themselves the function of a social service institution, where preparation for citizenship in a democratic society takes precedence over every other goal, even goals of intellectual achievement. It is a commonplace today to point out that the child with a low intelligence quotient can still benefit from added years of school attendance. The experience of living in a community with his fellow students will prepare him for more effective membership in an adult

society — a society which, in a democracy, guarantees civil rights to all, no matter what their IQ. Along with the guarantee of rights go the added responsibilities that the recipient must be prepared to assume.

### Many Problems Created

Carrying on these children in school has created many problems. Among these is the problem which results at promotion time. Should "intellectually retarded" children be promoted with their own age groups, or should they be held back in their own intellectual groups? If the latter, they might conceivably remain on the same school level for a number of years; some of them might reach their level in, say, the second grade and never be eligible for promotion again. Meanwhile, they are growing physically and emotionally. This problem has been solved, in general, by the practice of quasi-automatic promotion at the end of each year, since it has been felt that more serious disturbances are created when age groups are mingled than when intellectual levels are mingled.

But the mixture of intellectual levels creates another problem, since the pace of a class is bound to be slowed down when it includes any appreciable number of students with a low IQ. In such a class, average or bright students acquit themselves well without much effort.

Furthermore, a problem is created for the teacher, since it is impossible to assume that the dull student will approach difficult assignments with enthusiasm, or that he will master them. Out of this dilemma have come the techniques of the project method, the nondirected discussion, individualized reading programs, etc. Such programs make it possible for students to progress at their own speed, and they make education fun. They help keep up the attendance percentages of our schools. All this can be laid in the balance to the credit of educational theory, and it is a great deal.

But on the other side of the scale, there is something lost. Judging by the hue and cry, the parents seem to be more aware of this than the educators.

### Education for Leadership

What is being lost sight of is the second important function of the public school, the function involved in the conception of education for leadership. This is an especially difficult conception for Americans to grasp, because many of them have a mistaken notion that a democratic society means complete equality. Our founding fathers, on the contrary, knew perfectly well that equality of opportunity is compatible with inequality of status.

Thomas Jefferson, perhaps the clearest thinking of all our philosopher patriots at the time of the founding of the Republic, argued against inequality resulting

from inherited wealth or breeding, but he advised his contemporaries to recognize the "natural aristocracy" of "virtue and talents," i.e., the superiority of men whose lives were morally disciplined and whose minds were better than average.

When he laid out his ideal plan of education for a democracy, Jefferson advocated a free public school for all at the lower levels, with the best students sifted out each year and sent on to higher schools, and with the very best sent at public expense through the university. He would doubtless be amazed if he could see that the three years of free public school education advocated for all Virginians in 1787 has mushroomed to 12 or 13 years for all Americans in 1952. But his own words tell us that he would be pleased. "Every government degenerates," he wrote in *Notes on Virginia*, "when trusted to the rulers of the people alone. The people themselves . . . are its only safe depositories. And to render even them safe, their minds must be improved. . . ."

### Educating Superior Students

But Jefferson, who provides such a good text for the educational theorists, provides just as good a text for the parent critics, for in spite of his faith in democracy, he believed in an aristocracy within the democratic framework. It was important not only that all men be educated; it was equally important that those with superior intellect should be educated to take advantage of their superiority.

This last concept is probably not too clear in the minds of the parent critics, who, when they cry out for a stricter intellectual discipline in the public schools, do not always seem to understand that it is a discipline which not all the students will be prepared to undergo. Nevertheless, the critics are on strong historical ground, when they insist that it is wrong for the schools to relax toward a lowest common denominator.

What is needed is a clearer understanding of the double standard implicit throughout any efficiently functioning democracy — equality of opportunity, coupled with inequality of status. Applied to our public schools, this would mean that every educable child, no matter what his intellectual ability (it is taken for granted that a few are ineducable from the start), would be offered preparation for effective participation in society *at his level*. At the lower level of the intellectual scale, it would be largely education for citizenship and for a vocation.

At the higher level of the intellectual scale, it would mean preparation for leadership. This is where the schools most often fall down today, and where the parent critics are most often right in their criticisms. The best students in our schools are not being made to work hard enough.



They do not need to be kept entertained. They may benefit from a project method or from the nondirected discussion method under a clever teacher, but they can also benefit from old-fashioned directed teaching. It is not necessary, as some educators think, to work out elaborate methods for catching a good student's interest. The good student is naturally interested in learning, and he may even become irritated with artificial aids — like the girl who objected because her teacher worked so hard to make grammar and spelling attractive. "I like grammar and spelling," she said. For gifted students it is not so important that the teacher be instructed in the latest educational theories as it is that he know his subject matter well and be enthusiastic about it.

### Handling Individual Differences

What makes the problem even more complicated is the fact that the superior student will himself as an adult become a member of a society of all talents, and so he cannot afford to be ignorant of the existence of people less gifted than himself. He must be interested in them and concerned for their welfare. Hence, in our schools, where we have already envisioned a double standard, we must envision also a meeting of the two — slow sections and fast sections, and, in some work where intellectual caliber is not of first importance, mixed sections. Or comparable results may be obtained within the framework of a single class by a clever teacher aware of individual differences and able to capitalize on them.

Professional education journals have aired all these problems, but professional journals do not usually find their way to lay readers, among whom are most school board members. Furthermore, the task of changing the schools from their ancient function of vehicles for aristocratic tradition to their modern function of vehicles for democratic citizenship has been so large that educators themselves may have, forgivably, been somewhat thrown off balance. As custodians of the public schools, the institution which guards the very base of democracy, we must believe that the problems, however difficult, are not unsolvable. They are not unsolvable, if we can apply the conception of the dual function of the school — education for all American youth, and for leadership.

### A Plea for Better —

# Mechanics of School Board Meetings

Orrin D. Wardle\*

A school board exists only when it is in session. The school board is a tool of state government created, empowered, and controlled by the state legislature. It is the managing agent of the state in so far as the operation of any local school district is concerned. Through legislative action, subject to possible constitutional limitations, the state vests the authority to control and manage the schools of a local district in the school board of that district. The authority, it should be noted, is not delegated to a number of individual members of the board but rather to the school board as a unit. Only as the necessary number of school board members meet together in accordance with state law do they become the governing unit or school board of the local school district. Outside these properly held meetings, neither does the individual member have authority nor does the school board have actual existence. All decisions regarding school matters, to merit official standing, must be the result of complete school board action in a regular or special meeting of the school board as a unit.

This being so, the school board meeting assumes to a position of great importance in the operation of a local district. It is the final medium to which all problems of the district come for ultimate guidance and out of which flow the decisions and directions which define the type, scope, and

quality of the educational program of the district. This legally supported fact makes it necessary that each school board, through its membership, understand and be agreed upon certain acceptable, efficient, and workable methods of planning, attending, conducting, and recording these meetings.

The following statements are submitted as an aid to the development of better school board meetings. They are not suggested as final answers; rather, they are outlined as some workable ideas which have found acceptance in a large number of school districts of our nation. They are a synthesis of wide reading of the significant literature of educational administration, frequent critical discussions of the problem with other educators, and a number of years' experience working as a superintendent with school boards.

### Preparation for the Meeting

In the various states the laws are quite generally specific on the date and frequency of regular school board meetings. School boards should be advised of and comply with their respective state laws in scheduling the meetings. Special and adjourned meetings will frequently be held in most districts. The legality of these is generally dependent upon proper notification of all school board members.

The meeting hour should meet the convenience of school board members, the superintendent, and patrons who may wish

to attend. However, the time of the regular meetings should be advertised to all concerned and not changed except by public announcement. Hours of special or adjourned meetings should also be publicized. The school board should follow the policy of beginning all meetings promptly at the appointed hour. It might also be wise to close them as promptly at a time agreed upon in advance. Such a procedure promotes a more efficient and businesslike handling of the problems to meet the deadline. This deadline also precludes the consideration of important school problems under the stress of fatigue.

School boards should use a regular meeting place except when unavoidable circumstances or problems prevent. If the district is large enough, the school board should have its own meeting room; however, in smaller districts, the superintendent's office can well be used. In any case, the regular meeting place should be where the district records are available and in a room large enough to accommodate any usual delegation of citizens or patrons.

School board members should be notified in writing of every meeting. This helps overcome the common human failing of forgetfulness. The notice necessarily states the date, hour, and place of the meeting. The information could also be released to the newspapers and radios for the benefit of patrons. It is wise that school boards be informed and operate in accordance with the legal requirements of their state per-

\*Superintendent of Schools, School District 52, Snake River, Moreland, Idaho.

taining to notification on meetings. Action taken in improperly called meetings is just as illegal as the attempt of an unauthorized member to act on behalf of the school board.

Meetings are made more effective by the preparation and advance distribution of a statement of agenda. The agenda should list the topics and problems to be discussed at any particular meeting. In most cases, at least in copies provided for school board members, it will be accompanied by explanatory and supporting material. This list and material should be prepared by the superintendent, with the aid of the clerk, from problems suggested by his own administrative work, members of the school board, and individual patrons or groups. It should be distributed several days in advance of the meeting. Copies released to the press and radio will keep the patrons informed of impending discussions and decisions in which they might be interested. Advance circulation of the agenda makes it possible for a school board member to inform himself about scheduled problems prior to the meeting. It gives him time, prior to official discussion and action upon the problems, for preliminary study, investigation, and thinking. This arrangement not only speeds up the actual meeting, but it will result in more mature study and discussion of the problems when they come under official consideration. Of course, an agenda should be kept quite flexible and the school board meeting should always be open to additional business introduced by members, administrators, or patrons in so far as time will permit.

### Attendance of Members

Each member, except in extreme circumstances, should attend every meeting of the school board. Only through regularity of attendance can members keep fully informed and develop a continuity of understanding. A half-time or part-time member can be quite dangerous to the welfare of the school district. He has authority to exercise power, but he likely will not have the complete information and understanding to guide the use of that power away from his hurried emotions and the current and temporary pressures of argument, advice, and discussion by patrons, school administrators, and fellow board members. Some states even make it obligatory on the part of the school board to declare a member's position vacant if he fails without excuse to attend meetings regularly. Each school board should check its own state law on this point.

The district superintendent of schools should be present at all meetings of the board and of any special committees except meetings during which the question of his own employment or salary are being discussed. He should not only be allowed, but he should be expected to take an

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Howard Jones, Ph.D.\*

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2. The right to serve as a free agent in behalf of the whole community rather than as a representative of particular groups which may have been instrumental in his election.
3. The right to have the board considered as a community "Board of Education" rather than merely as a "School Board" construed in a narrow sense.
4. The right to the recognition of the board as the legal policy-deciding body.
5. The right to encourage lay groups to work with the school board in recommending improvements in the public school program.
6. The right to have an agenda for board meetings prepared in advance and sent to board members with supplementary data.
7. The right to participate in the formulation of policy as well as in policy decision.
8. The right to "open covenants, openly arrived at."
9. The right to approve not only basic policies but also major means of carrying out policies.
10. The right to have the evaluation function of the board understood and respected and not feared or short-circuited.
11. The right to retire from the board with the thanks of the community after a reasonable term of office.

**Note.** The above splendid "Bill of Rights" for School Board Members was originally published by Dr. Howard R. Jones, in the University of Michigan School of Education bulletin, November, 1952.

\*Professor of Education, University of Michigan.

active part in all discussions. Of course, he cannot participate in the legal decisions; that is, he cannot make, second, or vote upon motions.

It should always be possible for interested patrons to attend meetings. School boards are representatives of the public, engaged in public business, and the public has a right to know how its business is being conducted. Of course, patrons coming into meetings should accept the fact that they are under parliamentary control of the school board and must respect its authority to conduct the meeting in terms of its own established methods and procedures. In addition, when delicate problems come up for consideration, problems such as those involving personalities and debatable issues not ready for release or final discussion and action, the school board will undoubtedly meet in executive session. The announcement of decisions and the record of school board voting on such problems should always be open to public inspection.

### Conduct of the Meeting

The chairman should call the meeting to order and have a roll call to verify the presence of a quorum in accordance with state law.

The school board should establish an acceptable order of business for its meetings. This order of business should be followed regularly except in emergencies or special meetings. The following is suggestive:

1. Call to order, roll call, and verification of quorum.
2. Reading, amending if necessary, and approval of minutes. If copies of the minutes have been mailed to board members prior to the meeting, they might be acted upon without reading.
3. Receiving and hearing of delegations and board action as required.
4. Financial and budget reports.
5. Review of claims against the district and approval for payment.
6. Report of the superintendent and board action as required.
7. Report of special committees and board action as required.
8. New business and board action as required.
9. Reading of communications and board action as required.
10. Miscellaneous.
11. Adjournment.

Every school board will be confronted with delegations and petitions. These deserve to be courteously received and given a fair hearing because the problems involved are, without doubt, important to the petitioners and delegations. Ordinarily, requests for an audience or the filing of a petition should be directed to the superintendent. In view of the need for a clear understanding of just what is desired, it is best that such requests be put in writing. The superintendent will present them to the school board unless, acting under its



rules and regulations, he is able to dispose of them himself. Neither the school board members nor the superintendent should commit themselves on a controversial issue prior to a school board meeting. The superintendent should include the matter on the agenda and prepare such factual data as may be needed for discussing the matter. School board members, in session, after listening to a presentation of the proposition by those initiating it and to the factual data as presented by the superintendent, should freely ask questions to clarify an issue. Except in emergencies, action should not be taken hurriedly. All the facts may not be in; further investigation may be necessary by the superintendent or by a special committee of the school board. However, if a delegation is dismissed without action on their proposition, the members should be informed that they will receive a letter from the superintendent concerning the board's action on the matter. Finally, even though the school board owes every petition and delegation a fair hearing, it should be aware that it is the representative of the public and should not be stampeded by small groups or individuals claiming to represent public opinion.

Each item of school board business should be handled by a motion, a second, discussion, and a vote of the members. This vote should be by roll call. Such a method will enter the intent of the school board clearly upon the records of the district so that action based upon the decision may be taken without question of misunderstanding or lack of authority. In addition, such a method will keep the discussion of the meeting pointed toward specific action.

A school board meeting is held to make decisions. It is American to make these decisions by majority vote. The decisions will often be made by unanimous vote, especially if they are based upon a thorough discussion and full understanding of the details involved. Unanimous voting is not always a virtue, however. School board members should not be passive "rubber stamps" for administrators, a dominant member, or pressure cliques. Minority opinions should be positively expressed, and dissenters from the majority ought to vote their sincere convictions. The existence of a minority should not lead to the conclusion that discord exists. School board members might well carry the question involved to the public and make their own position clear. Such action would likely result in public support for one course or the other. In all ordinary matters, however, each member is in duty bound to support the administration of the school board policies whether he has voted for or against them.

### The Record of the Meeting

The clerk or secretary of the school board should keep minutes of the proceedings of each meeting. These minutes become the official record of the functioning

of the school board including all its decisions and actions.

The clerk should record the opening of the meeting by indicating the time and place of meeting, the presiding officer, roll call returns, and the fact that a quorum was established. Verbatim statements of policies, resolutions, and motions should be obtained and entered. The minutes should show who made each motion, who seconded such motion, and the roll call on the motion. In important matters brief summaries of pertinent discussion on the item might be entered. Such a procedure shows exactly how each member of the school board performed on the issues of the meeting. All supplementary materials and reports should be typed into the minutes. Marginal headings are of great assistance in future reference to the proceedings of the school board.

The minutes should be kept in a letter-size loose-leaf binder. This permits writing the minutes on a typewriter and eliminates

illegible notes. Very thick binders tend to become too heavy and cumbersome. Pages should be numbered to facilitate easy reference.

Each member of the school board and the superintendent should be provided a copy of the minutes. This not only makes full reading of the minutes unnecessary at the next meeting, but it gives each member a personal record for reference in the study of future problems. It also gives the superintendent an accurate guide for his administrative actions. If copies are not supplied to various public relation organs, it should always be recognized that the minutes of a school board meeting are public property, and, even though copies may not be available for distribution, the minutes should be open at all times to any patron of the school district.

NOTE: The present is the first of two papers by Mr. Wardle. The second will take up the important problems of the content and spirit of board meetings.

## A School Board Consults the Students *Harlie Garver\**

The Hobart, Ind., school board in a recent meeting tried what appears to be a unique experiment in information seeking and public relations. They called in a representative group

of students in the high school to state their views, their complaints, and their constructive suggestions.

The Hobart board had been accustomed to inviting the views of parents, taxpayers, and

(Concluded on page 106)

\*Superintendent of Schools, Hobart, Ind.



The Hobart, Indiana School Board in conference with students. Seated, left to right: Barbara Seymour, sophomore secretary; William Alexander, asst. secretary; Tom Wright, sophomore president; John W. Campbell, president; William Rippe, treasurer; Diane Jenks, freshman vice president; Eugene Hopkins, freshman secretary. Standing: Harlie Garver, superintendent; Pilar Moreira, junior secretary; Nedra Ross, senior secretary; John H. Treanor, secretary; Joy Callahan, junior president; Ronnie Smith, senior vice president. Absent, Ray C. Walters, board vice president.





Many nationalities are represented in class at Brandegee School. Pictured are students from Italy, Poland, Ukrainia, Greece, Turkey, and Hungary.

— PHOTOS BY DANTE O. TRANQUILLE

## Many Nationalities

# STUDYING TO BECOME AMERICANS

Immigrants of the postwar years, instructors in Americanization schools find, are in marked contrast to those of a decade or so ago. While most of the latter could not read or write in any language, today's immigrants have a high percentage of displaced persons who have a good basic education and some training in the English language.

At Brandegee Boys' Trade School, Utica,

New York, where classes for Americanization and Citizenship are held three nights a week, an advanced course is now offered to meet the needs of these better educated immigrants. But the beginners are first taught to read and write before they can take up the study of geography and history. According to teachers at the night courses, today's immigrants pay close attention to lectures and study hard.

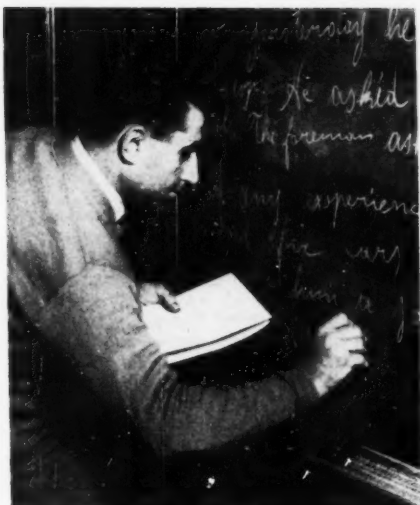
Including both the young and the old Brandegee's students represent at least a dozen European countries. They come from Poland, the Ukraine, Lithuania, Hungary, Turkey, China, Greece, Italy and other countries, some seeking to escape the heavy hand of totalitarian government; others looking for new opportunities in a new land.



Advanced class—A high percentage of students in these postwar years are displaced persons of good basic education who had some instruction in English in their native land. An advanced class for such students is taught in Boys Trade School. A decade or so ago, most of the Americanization school pupils could not read or write in any language.



All age groups from adolescents to adults of mature years are represented in this year's classes. Among adults learning to read and write English in beginners' class is this Lithuanian woman.



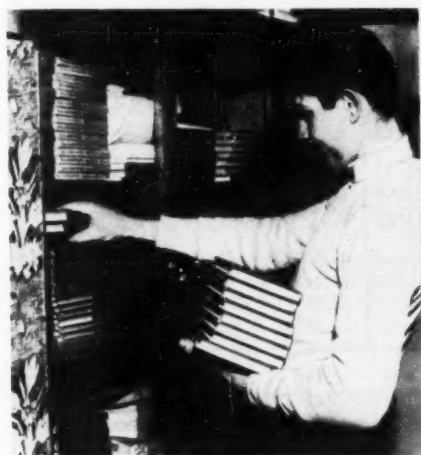
Before proceeding to book studies in geography and history pupils are taught to read and write in English. Here is a student copying a short English composition on the blackboard.



A Polish immigrant gets additional instruction from the teacher. He is typical of the 200 adults from many lands who are studying basic English, history, geography, and civics in night schools.



Many of the adult students are so eager to learn about their adopted country and to qualify as citizens of the United States they usually arrive early for classes.



With classes over for the evening, one of the Brandegee pupils stacks textbooks supplied by the U. S. Immigration and Naturalization Service in the bookcase.



A Chinese student stops for a drink of water during the mid-evening recess.



They learn fast—intense concentration and close attention are characteristic of present-day students. Here a student reads aloud to a class from a history book.

# Trends in Teachers' Salaries

Raymond E. Schultz\*

The trend in teachers' salaries is definitely upward. Data collected from recent graduates of the University of Illinois show that salaries of beginning teachers increased sharply for the 1951-52 school year over beginning salaries the previous year. Salaries of experienced teachers increased during the two-year period but much less than salaries of beginning teachers.

## Increase for Beginning Teachers

University of Illinois bachelor degree graduates of 1951 received a median salary of \$3,190 for the 1951-52 school year, their first year of teaching. This is an increase of \$452 over the median salary of \$2,738 received by bachelor degree graduates in their first positions during the 1950-51 school year. Seventy-four per cent of these bachelor degree graduates of 1950 received beginning teaching salaries of less than \$3,000. Less than half, 48 per cent, of the bachelor degree graduates of 1951 received beginning salaries of less than \$3,000.

As previously mentioned, while salaries of experienced teachers increased during the two-year period, the amount of their increases was much less than for beginning teachers. University of Illinois bachelor degree graduates of 1948 received a median salary of \$3,105 for the 1950-51 school year, their third year of teaching. The median salary of 1949 graduates was \$3,402 during their third year of teaching, an increase of \$297 over the median salary received by 1948 graduates during their third year of teaching.

Salaries of teachers holding master's degrees increased during the two-year period but considerably less than those of their co-workers holding bachelor's degrees. The increase in median salary of teachers receiving master's degrees in 1951 was \$260 more than the group receiving master's degrees the previous year. The reader may be misled by the median salaries for teachers with master's degrees. Since many of this group had teaching experience prior to receiving the advanced degree, the difference in salaries between teachers with bachelor's and master's degrees is the result of both experience and training.

The increase in median salary was least for those teachers who received master's degrees in 1948 and 1949. Here the increase in median salary from the 1950-51 to the 1951-52 school year was only \$140. The relatively high median salaries of \$4,049 and \$4,189 for these two groups can be partly explained by the fact that many persons in this group were employed in administrative and supervisory positions.

\*Assistant Professor of Education, University of Illinois.

Another reason why beginning teachers' salaries are increasing faster than salaries of experienced teachers is that some teachers having master's degrees and considerable experience are reaching the upper limits of their salary schedules.

## The Data Interpreted

A few words of explanation regarding the data reported will help the reader to interpret these comparative salaries. These data were obtained directly from teachers during the 1950-51 and 1951-52 school terms. Inquiry forms were sent to all University of Illinois bachelor and master degree graduates in teacher training. A return of approximately 65 per cent was received. Actually, the return from graduates in teaching positions was somewhat more than 65 per cent, since the inquiry form was designed to obtain information only from graduates who were teaching. It seems reasonable to assume that a greater

## Why the Difference?

The question might be raised as to why salaries of beginning teachers are increasing so much more rapidly than the salaries of experienced teachers. Several factors combine to account for this trend. Probably most important is the increasing shortage of teachers.

TRENDS IN TEACHERS SALARIES FROM 1950-1951 TO 1951-1952  
ACCORDING TO EXPERIENCE AND TRAINING\*

Salary Range	BACHELOR DEGREES								MASTER DEGREES							
	First Year of Teaching				Third Year of Teaching				First Year of Teaching After Receiving Degree				Third Year of Teaching After Receiving Degree			
	1950-1951		1951-1952		1950-1951		1951-1952		1950-1951		1951-1952		1950-1951		1951-1952	
	N	\$	N	\$	N	\$	N	\$	N	\$	N	\$	N	\$	N	\$
Less than \$2500	46	22.4	8	3.9	19	15.1	3	2.3	13	4.5	4	1.5	1	.9	4	2.3
\$2500 to \$2999	106	51.7	89	44.3	36	28.9	30	23.0	39	13.4	17	6.5	6	5.4	5	2.8
\$3000 to \$3499	26	12.7	79	39.3	43	34.1	41	30.8	89	30.7	70	26.9	21	18.9	16	9.1
\$3500 to \$3999	15	7.1	14	7.0	17	13.5	26	19.5	67	23.1	67	25.8	24	21.6	45	23.6
\$4000 to \$4499	11	5.4	7	3.5	5	4.0	22	16.5	50	17.2	60	23.1	36	32.4	50	28.4
\$4500 and over	1	.5	4	2.0	6	4.8	11	8.3	32	11.0	42	16.2	23	20.7	56	31.9
Median Salary	205	\$2738	201	\$3192	126	\$3105	133	\$3402	290	\$3530	260	\$3790	111	\$4049	176	\$4189
Increase in Median Salary from 1950-1951 to 1951-1952				\$452				\$297				\$260				\$140

\* University of Illinois graduates

Conditions contributing to this growing shortage are: (1) the increased elementary enrollments, (2) the decrease in college veteran enrollments resulting in most male graduates entering military service immediately upon graduation, and (3) the competition from business and industry for graduates trained for teaching. As a result, school officials are being forced to compete with each other and with business and industry for the services of available graduates. Consequently, salaries of beginning teachers are being adjusted upward more rapidly than are salaries of experienced teachers.

Along with, and related to, the previous point is the fact that retaining teachers already employed does not present the same problem to school officials as acquiring teachers when there are pupils to be taught and no teacher readily available. As a consequence, the salary increases tend to be less for teachers already employed. An interesting observation in this respect is the fact that bachelor degree graduates of 1951 received a higher median salary their first year of teaching than the 1948 bachelor degree graduates received their third year of teaching. These two groups reported median salaries of \$3,190 and \$3,105 respectively.

percentage of nonteachers than teachers failed to return the form. Approximately 80 per cent of the teachers for whom salaries are reported were teaching in Illinois.

No identification has been made of teachers who received compensation for extra duties or those on ten- or eleven-month appointments, such as teachers of home economics and agriculture. This group accounts for most beginning teachers who reported receiving salaries of over \$3,500.

What is the trend in salaries for the immediate future? Indications are that the pressure to increase salaries will continue. All evidence shows that the shortage of teachers will become more severe in the immediate future. Teacher training institutions are losing ground in their effort to provide a sufficient supply of trained elementary teachers. Very soon this shortage will be reflected at the junior high school level. Business and industry will continue to drain off many teachers as long as economic conditions remain favorable. The military will continue to take most men graduates at the completion of their college training. However, men qualified for teaching are being released from military service in increasing numbers and will provide relief for some high school fields.



# Educational Issues

## IN THE 1952 GENERAL ELECTION

Stephen F. Roach, Ph.D.\*

The general election of November 4, 1952, saw many Americans decide on issues other than that of selecting a president. In 36<sup>1</sup> of the states, voters were asked to decide on more than 200 questions of state-wide concern. At issue were matters of public welfare, civil rights, taxation, public debt, education, and numerous other aspects of state government.

The procedure employed in deciding such issues involved the formulation of the specific question as an amendment to the state constitution, or as a proposed legislative enactment. The electorate then determined, by vote, whether the proposed amendment or enactment was to be incorporated as law in the state code.

### Over 200 Questions Voted

In all, some 227 questions were voted on in 36 states. Of these, 53, or 23 per cent of the total, related to education in some degree. These educational issues appeared on the ballots in 19 states: Alabama, Arizona, California, Colorado, Florida, Georgia, Idaho, Louisiana, Minnesota, Missouri, Nebraska, North Dakota, Oregon, Rhode Island, South Carolina, South Dakota, Texas, Virginia, and Washington.

Of the 53 educational questions, 38 dealt primarily with educational functions or agencies. The remaining 15 were concerned only in part with education, since the over-all issue to be decided involved other governmental functions in addition to these relating to education.

Of these 53 educational questions, 45 were approved. And of the 8 defeated, only 4 related primarily to education (see Table I).

Two notes of caution seem appropriate here, however, if the foregoing statistics—and others to follow—are not to be misleading. First: The *approval* of a proposed amendment or legislative enactment obviously gives no indication of its purpose or probable effect on the educational system in a given state. Such information can only come from an analysis of the wording of the proposal and with the passage of time. For that reason, a brief description of the provisions of each proposal will appear in the comments that follow. And

second: Opinion as to the degree of favor with which voters viewed proposed changes or additions to their school law must certainly be interpreted in terms of the degree to which a specific question was concerned with education. For example, a proposal to grant an increase in taxing power to "any state, county, municipal, school district, or other tax-levying agency," if rejected by the voters, could not be considered, necessarily, as unfavorable to education. Obviously the decision of the voters on such an all-inclusive proposal could not be expected to reflect their particular feelings with regard to education. For this reason the comments that follow will differentiate between issues relating *primarily* to education and those which relate to education only *in part* (see the tables).

For convenience, the various educational issues have been arbitrarily grouped into four subject-matter categories: school funds, school administration, private education, and miscellaneous.

### I. SCHOOL FUNDS

In all, 22 questions relating to school moneys were submitted to the voters in 15 states. Only four were defeated. These issues can best be analyzed in terms of district revenue and district indebtedness.

#### District Revenues a Frequent Issue

*District Revenues.* As was probably to be anticipated, the single issue in the field of school funds which appeared most frequently on the ballots related to district revenues. In all, 11 questions were submitted to the voters in eight states; seven were approved. Of the four defeated, only two dealt primarily with education.

The following proposals were approved.

**ALABAMA:** Prohibiting the expenditure, for other than highway purposes, of moneys derived from state vehicle or fuel levies. Exempted from this prohibition, however, were "any such fees, excises, or license taxes now levied by the state for school purposes for the whole state or for any county or city board of education."

**CALIFORNIA:** Increasing the state apportionment to \$180 per year (from \$120), for each pupil in average daily attendance during the previous year; raising the required minimum apportionment to each local district to \$120 per pupil (from \$90).

Approving the issuance of 185 million dollars in state bonds to provide for loans and grants to school districts. The allocation of such funds to districts, and the obligation to repay "in such amounts as may be within the ability of the district" is to be regulated by the legislature.

**FLORIDA:** Authorizing the annual earmarking, for county school capital outlay projects and for school debt service, of the first receipts from motor vehicle licensing revenues; permitting the state board of education to issue bonds and tax anticipation certificates for such purposes on behalf of those counties requesting it. The annual funds so earmarked will be equal to \$400 "times the total number of instruction units" and will run for thirty years.

**NEBRASKA:** Authorizing the distribution to school districts, and other governmental units, of their share of the revenues from a revised motor vehicle tax levy.

**OREGON:** Transferring to the common school fund all assets of the World War Veterans State Aid Sinking Fund.

**SOUTH DAKOTA:** Transferring authority for the investment of permanent school and other educational funds from the counties to the state Commissioner School and Public Lands; continuing as legal, for the investment of such funds, federal, state, school corporation, county or city bonds, but deleting "first mortgages upon farm lands" from the eligible list.

#### Revenue Proposals Rejected

The following proposals were rejected:

**COLORADO:** To provide for levying a 5 per cent severance tax on the gross value of oil and gas produced in the state. The proceeds of this tax were to be appropriated for the support of the public schools.

**FLORIDA:** To include county school boards and districts in the governmental agencies of Monroe County whose taxes could be levied by the county tax assessor.

A similar proposal relating to Lee County was also defeated.

**MINNESOTA:** To change the requirements for investment or loan of the permanent school and permanent university funds so as to enable school districts, and other governmental subdivisions, to borrow larger amounts from these funds. If approved, this proposal would have allowed school districts to reduce their borrowing from private loaning organizations accordingly.

\*J. J. Ferris High School, Jersey City, N. J.

<sup>1</sup>No state-wide questions appeared on the ballots in Connecticut, Delaware, Kentucky, Maine, Massachusetts, New Hampshire, New Mexico, New York, Tennessee, Vermont, West Virginia, and Wyoming.

**District Indebtedness.** In this category, eight proposals were submitted to the voters in six states. All were approved.

**CALIFORNIA:** Providing that the obligation of school districts to repay loans received from the proceeds of a 185 million dollar state bond issue would be regulated by the Legislature (see *District Revenues* above).

**GEORGIA:** Requiring the city of Atlanta, because of extensions of its corporate limits, to pay a proportionate part of the bonded indebtedness of the Fulton County school district.

Authorizing the board of education of Effingham County to issue bonds for the purpose of purchasing school sites, and constructing and equipping schoolhouses.

**LOUISIANA:** Including the purchasing or constructing of schoolhouses and teachers' homes among the purposes for which bonds could be issued by municipal corporations; restricting the purposes for which school districts could issue bonds to (1) acquiring lands for building sites and playgrounds, (2) purchasing, erecting, enlarging, or improving school buildings and teachers' homes, (3) acquiring the necessary equipment and furnishings therefor.

Permitting county-wide and city school districts to incur debt and issue bonds, for capital outlay purposes, up to 20 per cent of the assessed valuation of the district's taxable property. The former limit had been 15 per cent.

**MISSOURI:** Permitting school districts to become indebted in an amount not to exceed 10 per cent of the value of the districts taxable tangible property.

**OREGON:** Authorizing any state, county, municipal, district, or other tax-levying agency, by majority vote, to ignore the statutory limit on amount of new taxes to be levied annually, and to establish a new tax base. In Oregon school districts are considered tax-levying agencies.

**WASHINGTON:** Permitting school districts, by popular vote, to become indebted up to 10 per cent of assessed valuation for capital outlays. The former limit had been 5 per cent.

### Miscellaneous Proposals Approved

**Miscellaneous.** The following three proposals, relating to school funds, were also approved by the voters.

**IDAHO:** Providing that no school lands may be sold for less than \$10 per acre.

**NORTH DAKOTA:** Exempting from the state sales tax, among others, (1) the gross receipts from educational activities, where the entire receipts are expended for educational purposes; (2) the gross receipts from the sale, by any school board, of books and school supplies to regularly enrolled students; (3) the gross receipts from furnishing utility services to school districts, among others. Though this proposal was approved, the state attorney general has ruled against putting these exemptions into effect because of procedural errors in the petitions on which the proposal was originally based.

**RHODE ISLAND:** Authorizing the issuance of

**TABLE I: State-Wide Proposals**

	Relating Primarily to Education		Relating to Education in Part		Total
	Approved	Rejected	Approved	Rejected	
ALA.			1		1
ARIZ.			1		1
CALIF.	4		2		6
COLO.		1			1
FLA.	1			3	4
GA.	17		1	1	19
IDAHO	1				1
LA.	2		2		4
MINN.		1			1
MO.	1				1
NEB.	1		1		2
N. DAK.			1		1
ORE.	1	2	1		4
R. I.	1				1
S. C.	1				1
S. DAK.	1				1
TEX.	1		1		2
VA.	1				1
WASH.	1				1
	34	4	11	4	53

\$600,000 in state bonds for the improvement of the science building at the state University.

## II. SCHOOL ADMINISTRATION

It was in the field of school administration that voters were most frequently asked to render decisions. In this category, 32 questions were submitted in ten states. Of these, 14 pertained to the state-wide aspects of administration, and 18 to the local aspects, i.e., to the county or municipal school district. Of the state-wide proposals, 11 were approved; of the local proposals, 17 were approved.

Of the entire 32 questions, 24 (of which only 2 were defeated) related exclusively to education, while 8 (of which 2 were defeated) related to education only in part.

### State-Wide Issues

**State-wide aspects.** The following proposals were approved:

**ARIZONA:** Repealing a 1948 statute which provided for a "Public Employees' Retirement Fund." Officers and employees of school corporations had been included in the coverage of the repealed statute.

**CALIFORNIA:** Denying public office or employment in any public agency of the state to any person or organization advocating overthrow of the federal or state government by force or unlawful means, or advocating support of a foreign government against the United States in case of hostilities.

Requiring each public officer and employee of all political subdivisions and agencies thereof, unless exempted by law, to take an oath that he neither advocates nor is a member of any group advocating overthrow of the government by force; that during the preceding five years he was not a member of such group except as indicated; and that he will neither engage in such advocacy nor become a member of such a group while holding office.

**GEORGIA:** Authorizing scholarships for medical students who agree to practice medicine in the state; authorizing various other medical scholarships.

Authorizing legislation to allow employees of the state and local political subdivisions to come under the provisions of the Federal Social Security Act. County-wide school districts would presumably be included in the latter category.

**LOUISIANA:** Assigning, among others, the teaching, professional, and administrative officers of all schools, colleges and universities of the state, and bona fide students of such institutions employed by any state agency, to the unclassified civil service.

**NEBRASKA:** Establishing a state department of education; providing for a state board of education and for a commissioner of education; making appropriate changes in the existing Constitutional provisions referring to the "superintendent of public instruction."

**SOUTH CAROLINA:** Proposing "to amend the Constitution . . . so as to repeal the section . . . which provides that the General Assembly shall provide for a liberal system of free public schools for all children between the ages of six and twenty-one years, and for the division of the counties into suitable school districts."

**TEXAS:** Establishing a state medical education board and a state medical scholarship fund from which grants, loans, or scholarships may be made to students desiring to study medicine who shall agree to practice in the rural areas of the state.

Authorizing cities, towns, and villages to provide workmen's compensation for all employees. (Correspondence with the state attorney general suggests that the question whether or not school board employees are to be included in the provisions of this proposal is still not firmly settled.)

**VIRGINIA:** Approving the appropriation of state funds for out-of-state schools or institutions of learning. This will permit the state to pay directly for the professional education of Virginians in cases where appropriate educational facilities do not exist in their own state.

### State-Wide Issues Rejected Proposals

The following proposals were rejected.

**GEORGIA:** To permit popular nomination, by political parties, of the state school superintendent along with other high state administrative and judicial officers.

**OREGON:** To provide for the appointment of the state superintendent of public instruction by the state board of education (rather than by popular state-wide election); for his employment as its chief administrative officer; and for his removal at its discretion.

To require the state board of education to prepare criteria for the development of a school district reorganization program to include all territory in Oregon in unified school districts; to provide for the selection of state and county agencies to carry out the statewide program of reorganization, redistricting, and unification; and to prescribe applicable reg-



ulations for district administration and government.

**Local Aspects.** If we consider this term in its broad sense—to include county as well as individual school districts—it would appear that the voters approved 17 proposals in this category, and defeated one. The rejected proposal related to education only in part.

In this category, Georgia voters were asked to decide on 16 questions. Voters in Florida decided the other two. The approved proposals follow.

**FLORIDA:** Permitting the state board of education to issue bonds and motor vehicle tax anticipation certificates in behalf of county boards of education requesting it; prescribing duties and powers of appropriate county and state boards to handle related matters (see *District Revenues* above).

**GEORGIA:** Requiring Effingham County board of education to divide the county into "political subdivisions" for the purpose of issuing bonds to purchase school sites and build and equip school houses (see *District Revenues* above).

Requiring the city of Atlanta, on account of extensions of its corporate limits, to pay a proportionate part of the bonded indebtedness of the Fulton County school district (see *District Indebtedness* above).

In addition, there were 14 other proposals appearing on the state-wide ballots in Georgia, each providing for the formulation or merging of school districts in 14 separate counties, for the selection of a county board of education, for the selection of a county superintendent of schools, and to related matters—or to some combination of these matters. All were approved. Interestingly enough, in several instances the proposal was approved in the state-wide vote—and hence became law—though a majority of the voters in the county directly involved voted to disapprove the proposal.

The following proposal was rejected:

**FLORIDA:** To permit the legislature to grant charters to counties to regulate and govern their local and internal affairs; to exempt members of the judiciary and members of county boards of public instruction from compliance with county regulations formulated under such charters.

### III. PRIVATE EDUCATION

There were two proposals relating to private education voted on in the 1952 general election. Both appeared on the ballots in California, and both were approved. One related to collegiate, the other to precollegiate education.

**CALIFORNIA:** Amending the state revenue and taxation code to extend tax exemption to property used exclusively for schools of less than collegiate grade if owned and operated by nonprofit religious, hospital, or charitable organizations.

Extending the nonprofit college property tax exemption, now applied to buildings in actual use for educational purposes, to include buildings during the course of construction if intended to be used exclusively for educational purposes.

### IV. MISCELLANEOUS

The following proposal was approved.

**LOUISIANA:** Authorizing the state to guarantee 25 per cent of insured loans made by any bank, financial institution, or federal agency for the development, expansion, improvement, or construction of any 4H, Future Farmers of America, or other recognized youth organization functioning within the state school system.

#### Summary

Apparently the citizens of the various states are determined to retain an active interest in the educational functions of their state governments. This would appear evident from the large number of proposals—almost one

TABLE II: Issues in State-Wide Proposals

	Relating Primarily to Education		Relating to Education in Part		Total
	Approved	Rejected	Approved	Rejected	
School funds					
District revenues	5	2	2	2	11
District indebtedness	7		1		8
Misc.	2		1		3
School administration					
State-wide aspects	5	2	6	1	14
Local aspects	17			1	18
Private education	2				2
Misc.			1		1
	38*	4	11	4	57*

\*These totals exceed those shown in Table I since some proposals, as voted on, involved more than one issue.

quarter of the total—which related to educational matters. This percentage exceeded that of any other single governmental function submitted for consideration by the voters.

In almost every case where the issue involved helping the schools, the voters were most liberal. This would appear evident when it is noted that, among other favorable actions, the electorate voted to: (1) allocate state motor vehicle and fuel tax receipts for school purposes, in three states; (2) authorize an increase in the school district tax base or debt limit, for capital outlay purposes, in four states; (3) approve specific state bond issues, for educational purposes, in two states; (4) authorize issuance of county or municipal bonds for school capital outlay purposes, in two states; (5) increase state aid for education, in one state; (6) increase the permanent state common school fund, in one state; (7) extend the nonprofit property tax exemption to schools below collegiate grade, and to college buildings during construction, in one state; and (8) establish medical and other professional scholarships, in three states.

This generally favorable attitude toward education is also indicated by the fact that

the voters approved 90 per cent of the proposals which related primarily to education (see Table I).

On the other hand it will be noted that, among the defeated measures, the voters in three states disapproved proposals which would have, respectively: (1) levied a tax on oil and gas production, the proceeds to be used for educational purposes; (2) eased requirements for local school district borrowing of state funds; (3) established and carried out a state-wide school district reorganization program.

In evaluating the significance of the foregoing summarizing statements, it must be remembered that some of the proposals voted on were not self-executing, in that they may only have authorized the enactment of legislation, without actually enacting it or requiring its enactment. In such instances further legislative action would be required before the mandate of the voters actually became effective.

While within the individual states, each educational issue posed on November 4 is now, undoubtedly, viewed as settled, it is probably correct to suggest that in one instance the issue is only postponed. This would appear to be the case in South Carolina, where the voters approved a proposal to repeal that part of their State Constitution which authorized free public schools for all children. It is probably not incorrect to say that this vote, together with litigation concerning racial segregation in South Carolina which is now awaiting adjudication in the Supreme Court, has shifted the question of racial segregation from the state to the federal level. As a result, it is expected that federal action in the form of a Supreme Court decision will be forthcoming in the not too distant future.

It must be noted however, that the approved proposal in the form of a Constitutional amendment will not take effect until brought up in, and approved by, the state legislature. Nor is it contemplated that the amendment will be considered by the legislature unless the Supreme Court rules against South Carolina.

\* \* \*

**Editorial Note:** The information on which this article is based was collected through correspondence with the Secretary of State (and in some instances with the Attorney General) in each of the 48 states. The cooperation and courtesy of these officials is gratefully acknowledged.

### A STRONG AMERICA

America must remain strong; all those who live beneath her flag—all agencies concerned with the health, physical, and social well-being of her people—must work together for national security and international good will through citizens who possess total fitness. National security and international good will can be achieved by citizens who "live most and serve best." The role of physical education in their development is not insignificant.—W. K. STREIT.



# A Six-Year Occupational Information Program

Kenneth A. Fuller\*

Secondary schools in Lockport, N. Y., carry out a six-year occupational information program which has been commended by representatives of business, industry, and education. This part of the guidance program is accepted as a practical vocational plan and receives more favorable attention than almost any other phase of the school program. Involving community participation, the occupational speaker series has improved and strengthened the school's public relations.

## Background of the Program

A large number of high schools in the nation hold a career day to give junior and senior pupils an insight into careers in various occupational fields. Men and women who are brought into the classroom as speakers are actually employed in the work which they discuss. Usually, a large number of conferences are held during the day so that each pupil attends three or four conferences.

In New York State, career day programs were functioning in the late 1930's. They were not and are not a substitute for a complete educational or vocational plan. However, many schools have found that they provide an important service in a guidance program.

Six years ago Lockport inaugurated its present occupational information program, which includes all pupils from grade 7 through grade 12 and extends throughout the six years of the secondary schools. Pupils, parents, and teachers co-operate in the planning and administration of this phase of our guidance program.

## Plan of Organization

In order to establish a foundation upon which to build our initial program, we decided upon the following objectives: (1) to make more meaningful to the pupil the school subjects in the curriculum, when the value of these subjects, especially in terms of practical experience, is shown by adults other than teachers; (2) to encourage and stimulate the pupil to plan carefully and realistically for educational requisites and vocational opportunities in relation to his individual abilities and interests; (3) to show the representatives of occupational groups, as well as pupils and parents, what the school is doing in helping pupils with educational

\*Principal, North Park School, Lockport, N. Y. Suggestions and advice in preparation of the article were given by Rachael Flagler, North Park School guidance counselor, and Thomas Downey, Director of Guidance, Lockport Public Schools.



A senior high school student discusses nursing with a registered nurse.

and vocational planning; (4) to improve school and community relations by utilizing the human resources of the various communities.

Determining the type of careers in which pupils were most interested and which would most effectively and appropriately fit in a continuous plan was the first significant step in the organization of our program.

The topics in grades seven and eight were limited to the broad fields. In grade seven, the discussions were related to the work of the social studies classes which study community life throughout the school year. Discussions in grades 9 to 12 dealt with particular jobs and professions. Thus, in the first two years of the junior high school, the general fields of work are surveyed while in the other grades of the secondary school, specific segments of the occupational world are considered.

Our program is directly related to other guidance activities and is integrated with English courses, library work, social studies, and the business courses. Pupils, teachers, and visitors participate.

A plan for the series was set up and speakers were asked to organize their talks

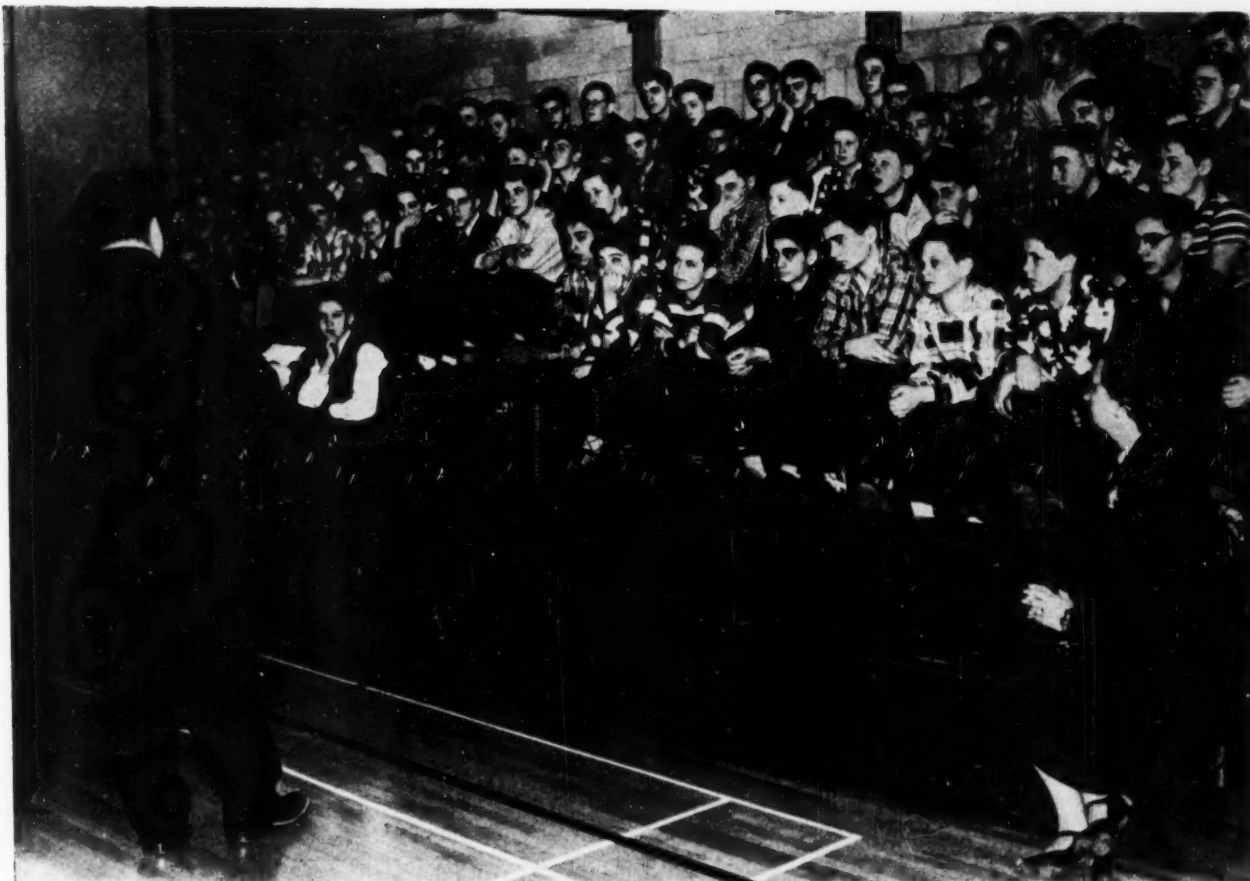
on the nature of their work, the advantages and disadvantages of their occupation, the personal, educational, or training qualifications needed, and the opportunities of the career.

## Specific Procedures

A brief résumé of the procedures used in Lockport is given to show how our program functions. This list is not presented here as a plan for all schools to follow; it is included rather to suggest techniques which may be adapted to the needs of other school systems.

1. *Identify interests and vocational fields.* By means of a questionnaire, secondary school pupils from grade eight and up can suggest various occupations they would like to have explained. Topics are selected on the basis of the interests of the majority of pupils and on the community opportunities. With the exception of grades seven and eight, topics are selected for each session which appeal to shop boys, homemaking girls, and students preparing for business and college.

2. *Decide whom to invite.* Speakers who discuss specific jobs or professions should be employed in the field they are explaining. After a few years, a list of satisfactory resource people can be built up. At the end



*The director of guidance talks to eighth grade boys on service occupations.*

(Photos by Rachael Flagler)

of a school year, pupils should be allowed to suggest speakers for the next school year. Local organizations may assist in obtaining speakers.

### **Speaker Determines Presentation**

3. *Type of presentation.* The method of presenting information is best determined by the speaker. Various types used in our program have included interviews, films, step-by-step production of an article, question-and-answer periods, and demonstrations. In the initial contact, the guidance counselor may find an opportunity to suggest a type of presentation which the speaker can utilize. Ordinarily, it is necessary for the guest speaker to do a considerable amount of talking, but his exposition must be informal and succinct. As time passes, the pupils become adapted to the program and have more and more questions to ask the speakers.

4. *Issue invitations.* In the case of speakers from the community, the first contact is made orally. If the resource person lives and/or works out of town, a letter is necessary. A topic is suggested and the type and amount of material to be covered is decided. Definite information is provided the speaker

regarding the grade, the pupils in the group, the date, time, and place, and length of the session. A letter of reminder is sent each speaker a week before the scheduled meeting.

5. *How and where to receive guests.* Pupils, usually from the school councils, meet the speakers when they arrive. A pupil is responsible for each speaker and is selected for his interest in the occupation of the guest. The pupil shows the visitor where to take his wraps, where the room is located for the meeting, and introduces him to the teacher in charge. A teacher connected with the topic in some way introduces the speaker to his group. Meetings are held during the home-room period.

6. *Arrangements for equipment.* If the speaker desires such aids as projectors, maps, record players, or large tables, arrangements are made beforehand for equipment and pupil assistants. Often, the visitor prefers to use his own equipment, because he is familiar with it.

7. *Thanking the guest speaker.* Appreciation of the efforts of the visitor cannot be "planted" in the pupils any more than can interest, attentiveness, and thoughtful questions. Therefore, proper orientation for the

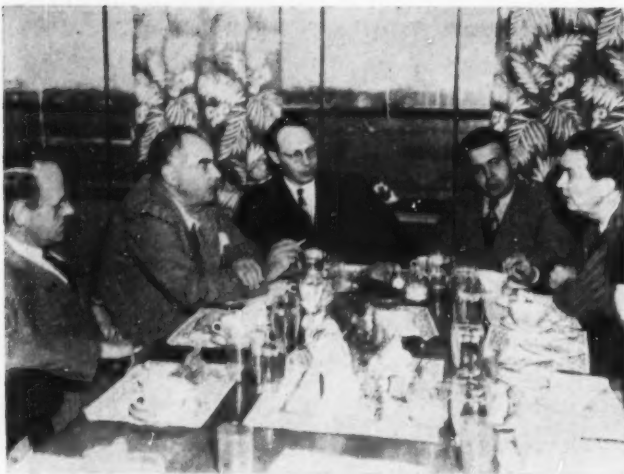
pupils is important. They must, and do, realize that these talks are provided not for entertainment but for serious educational purposes.

It will be natural for the group to applaud the speaker. In addition, the teacher chairman thanks him. The pupils responsible for the speakers, as well as the guidance counselors write letters of appreciation.

### **Making the Report**

8. *Appraisal and planning for future programs.* Following each session, the pupils and teachers in charge of the groups report to the guidance counselors on the material covered, the presentation, the reactions of the group. These reports are used for two purposes: (1) to make a general evaluation; (2) to provide information for the newspaper story which is written by the school publicity committee.

After the last occupational period of the school year, each pupil completes a questionnaire on the entire year's program, which is a combination evaluation and suggestion sheet. The individual pupil checks the meetings attended, rates each as to its value and interest, and makes comments on the program in general or on a particular phase of it.



*Following the occupational period, a luncheon gives speakers an opportunity to discuss the program.*



*A North Park pupil greets a speaker.*

Each pupil is asked for suggestions for the next school year regarding the number of periods, the fields they would like to hear discussed, and possible speakers.

### **Additional Areas of Vocational Training**

An occupational speaker series does not dissociate pupils from other areas of guidance. Rather, it is an integral part of the guidance program as a whole. In the Lockport school system, the occupational information schedule is one of a battery of guidance offerings which include the following:

1. Field trips to business and industry
2. A co-operative work program for senior high school students.
3. Up-to-date vocational information files
4. Exploratory courses at the junior high school level, supplemented by an explanation of courses in the various high school departments
5. Group activities dealing with vocational preparation
6. The use of tests to check aptitudes, abilities, interests, and adjustments, together with discussion of test results between parents, students, and counselors.
7. Information on employment opportunities
8. Career clinics sponsored by local organizations
9. Individual counseling.

### **Evaluation of the Program**

Seniors graduating in June, 1953, will be the first pupils to have completed the six-year plan. During this school year, the students will be asked to disclose what they consider to be the strengths, weaknesses, and values of our program. Some significant results have been noted since the inauguration of the Lockport occupational information program. A few of the more salient features will be mentioned.

Individuals from the community who participate in an occupational information program help to make it realistic. By contact and experience with pupils and staff members, visiting adults are better informed and appreciate more fully what modern teachers are trying to do for pupils.

A program utilizing community resource people brings adults into the school frequently—not just during periods of "open house." These visitors see the school in operation, get to know pupils' interests and attitudes, and become familiar with school organization. These men and women who give generously and enthusiastically of their time feel that they are partners with the school in vocational planning.

In the Lockport plan, the values of a typical career day conference are extended over a number of years. Pupils in the junior high school grades are included, which is true of comparatively few schools conducting career days. Occupational information provided first-hand allows pupils to recognize more easily that people as well as books are sources of information. Specialized knowledge presented by adults in the classroom stimulates interest in and vitalizes the over-all occupational information plan of the guidance counselors.

### **Valuable Experiences Offered**

Opportunity is offered to the pupil for developing skills in real life situations such as receiving guests, making introductions, interviewing, carrying on a conversation, listening attentively, and participating in discussions.

Pupils identify themselves with older people and their problems in making a living and thus they gain a better understanding of many types of people in many types of occupations. Information is provided which impresses the pupils with the skills, the training, and the attitudes requisite for numerous jobs. During a pupil's life in our secondary schools, he has the opportunity to hear approximately

thirty different community resource people.

It appears evident that the pupil's interest and outlook is broadened and that the pupil is better able to make choices in course selection. However, objective evidence is lacking on this point at the present time.

Pupils, teachers, counselors, and community leaders participate in the occupational information program and co-operate to make the project worth while. Planners, listeners, and speakers realize the importance of the subject—the future of every young person.

### **Keeping the Public Informed**

Various means are used to inform the public of the program. Obviously, the speakers, the pupils, and the teachers are our prime public relations agents. School radio programs have dramatized our occupational information program and talks have been made by counselors and administrators to numerous local groups. The local paper regularly carries pictures and stories on the progress that is being made.

Pupils and classroom teachers are enthusiastic about this phase of our guidance program. Resource visitors have been highly complimentary on what is being done. Newspapers, radio, individuals in the community, the board of education, the New York State Apprenticeship Council, and the New York State Education Department have recognized and endorsed Lockport's six-year occupational information program as a practical approach to effective vocational planning.

► Grand Junction, Colo. In-service training committees for four community education associations in Mesa County sponsored a two-day workshop on Improvement of Parent and Teacher Communications, March 6 and 7, 1953. The preliminary work was conducted through conferences and questionnaires. Dr. Harold Moore, of the University of Denver, was chief consultant of the workshop, which proved of great value.



## The Federal Security Agency Attains Cabinet Rank

*Elaine Exton*

For the first time since its transfer from the Department of Interior in 1939 the U. S. Office of Education is once more lodged in a government agency with Cabinet status.

While this change in government structure does not go as far as the proposal advanced by the National Council of Chief State School Officers, the National Education Association, and other important educational groups to establish the Office of Education as an independent agency under a National Board of Education, it may well be that conversion of the Federal Security Agency into a Department of Health, Education, and Welfare headed by a secretary of Cabinet rank will increase the prestige of the Office and its influence throughout the nation as well as strengthen its voice in the government.

This would not be the first time that the Office of Education has gained in stature under a Republican Administration. In fact its very creation in 1867 dates back to a time when the Congress was overwhelmingly under Republican control.

### Straws in the Wind

Last November General Dwight D. Eisenhower made known his intention of naming Mrs. Oveta Culp Hobby, copublisher of the *Houston (Texas) Post* and wartime commander of the Women's Army Corps (WACS), Administrator of the Federal Security Agency and said he had asked her to attend meetings of his Cabinet in this "vitally important position." The announcement aroused immediate speculation that the Republican Administration might be planning to push the Hoover Commission's recommendation that a new Cabinet post be created to include most major units of the Federal Security Agency in a single executive department.

This belief was strengthened on February 2, 1953, when, in a message to Congress, President Eisenhower said: "I shall shortly send you . . . a reorganization plan defining new administrative status for all Federal activities in health, education, and social security."

### Historical Résumé

On March 30, 1953, eight weeks to the day after this preliminary mention, the plan submitted to Congress by the President on March 12 to create a tenth Cabinet-level department (Government Reorganization Plan No. 1 of 1953) passed the Senate by a voice vote, the House having approved the measure

(H. J. Res. 223) on March 18 by a roll call vote of 291 to 85.

In adopting this special "speed up" resolution offered by Representative Clare E. Hoffman, Chairman of the House Committee on Government Operations, Congress in effect waived the customary 60-day waiting period prescribed by the Reorganization Act of 1949, thus permitting the new department to come into being on April 11, ten days after the President signed this legislation.

The concept of full departmental status for the government's health, education, and social security activities is not new, having received bipartisan support and been strongly urged by Presidents of both parties for the past 30 years.

Although President Truman submitted two plans for this purpose that failed to obtain Congressional approval, the discussions they engendered familiarized many legislators with the issues involved and no doubt helped pave the way for the concurrence of Congress this year. The similarity of President Eisenhower's Plan No. 1 of 1953 to President Truman's Reorganization Plan No. 27 of 1950 has been repeatedly pointed out, and they have been described as "substantially the same" by a leading spokesman for the present Administration.

### President Eisenhower's Plan

In brief President Eisenhower's plan defining a new administrative status for federal activities in health, education, and social security encompasses these major changes:

1. Establishment of a Department of Health, Education, and Welfare in the Executive Branch of the United States Government headed by a secretary of cabinet rank.

2. Creation of three new policy-making posts: Under Secretary of Health, Education, and Welfare and two assistant secretaries<sup>1</sup> to aid in the management of the Department—each to be filled by Presidential appointment with the consent of the Senate.

3. Creation of the position of "Special Assistant to the Secretary (Health and Medical

<sup>1</sup> When asked at a Congressional hearing if it was her plan to nominate one of these assistant secretaries to co-ordinate educational activities between the local education groups and her own office, Mrs. Hobby replied: "I would hope the under secretary and the two assistant secretaries could be very capable general administrators." She further remarked: "I know in the Hoover report the under secretary and the assistant secretaries were to have general background on the theory that if you were again to get specialists, so to speak, that you would have . . . another layer in between."



**Mrs. Oveta Culp Hobby**  
*U. S. Secretary of Health,  
Education, and Welfare*

Affairs)" to be filled by the President subject to Senate confirmation "from among persons who are recognized leaders in the medical field with wide nongovernmental experience." The plan stipulates that this official "shall review the health and medical programs of the Department and advise the Secretary with respect to the improvement of such programs and with respect to necessary legislation in the health and medical fields."

4. Provides for the appointment of a Commissioner of Social Security to be named by the President—instead of by the Federal Security Administrator as in the past—and confirmed by the Senate, thereby establishing this office on the same basis as the offices of Commissioner of Education and Surgeon General of the Public Health Service.

### Basic Provisions

Creation of the Federal Government's tenth department is accomplished through these provisions:

1. All functions of the Federal Security Administrator are transferred to the Secretary of Health, Education, and Welfare.

2. All agencies of the Federal Security Agency, together with their respective functions, personnel, property, records, and unexpended balances of appropriations, allocations, and other funds are transferred to the new department.

3. In the interest of economy and efficiency the department's secretary is authorized to establish central administrative services in the fields of procurement, budgeting, accounting, personnel, library, legal and other services, and activities common to the several agencies of the department; to effect such transfers within the department of the personnel, property, records, and funds available for use in connection with administrative-service activities as the secretary may deem necessary; *provided that no professional or substantive function vested by law in any officer shall be removed from the jurisdiction of such officer.*



Mrs. Oveta Culp Hobby and Budget Director Joseph M. Dodge at a Joint Congressional Hearing considering promotion of her agency to Cabinet rank. Representative Clare E. Hoffman (R., Mich.), Chairman of the House Committee on Government Operations, is in the left foreground.

— Harris and Ewing Photo

4. The Federal Security Agency (exclusive of the agencies transferred as stipulated under item 2 above), the offices of Federal Security Administrator and Assistant Federal Security Administrator, the two offices of assistant heads of the Federal Security Agency, and the office of Commissioner for Social Security as formerly constituted, are abolished.

discussion of the other members of the Cabinet."

Supporting the creation of a Department of Health, Education, and Welfare during the Senate's debate on the measure, March 30, Majority Leader Robert A. Taft (R., Ohio) explained: "What the plan would do would be

to place in the proposed department the activities of the Federal Government in which the Federal Government really plays a secondary role. Under our constitutional system, the primary obligation with respect to health, education, and welfare rests with local communities and the states.

"In a way, the proposed department would be a kind of state-aid department, in which would be grouped together the agencies with respect to which the role of the Federal Government is one of research and advice and, where necessary, of financial assistance. That is really the only consideration that binds together health, education, and welfare; otherwise there might well be a separate department for each of the three."

A telegram inserted in the record from former President Herbert Hoover states: "I wholeheartedly support his (President Eisenhower's) plan. It is a strong, constructive step in the consummation of the reorganization proposals of the Commission on Organization of the Executive Branch of the Government and is vitally necessary at the earliest moment."

### Additional Comments

Comments vouchsafed on why President Eisenhower's plan hurdled Congressional barriers whereas a similar proposal of President Truman's did not range from "a more workable concept than its predecessors" to "a change of administration and a change of administrators."

In justifying the acceptance of President Eisenhower's recommendation the report prepared by the Senate Subcommittee on Reorganization (No. 128, 83rd Congress, 1st Session) concludes: "Plan No. 1 of 1953 meets

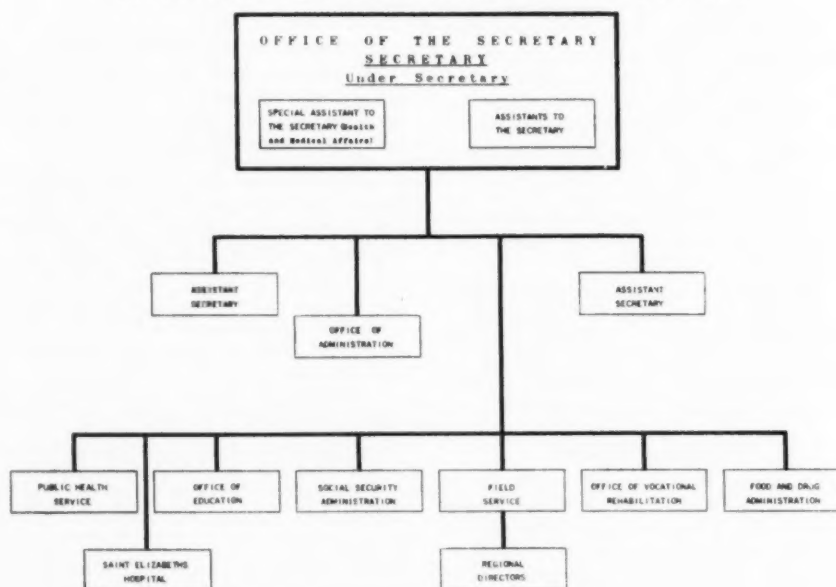
(Continued on page 98)

### Some Stated Advantages

The purpose of transforming the Federal Security Agency into an Executive Department as presented by the President in his message transmitting the plan to Congress "is to improve the administration of the vital health, education, and social-security functions now being carried on in the Federal Security Agency by giving them departmental rank." He held "such action is demanded by the importance and magnitude of these functions which affect the well-being of millions of our citizens."

In stating the Administration's case at a joint hearing before the full Committee on Government Operations of the House and the Senate Subcommittee on Reorganization on March 16, Joseph M. Dodge, the director of the Bureau of the Budget, advanced these reasons for the plan's adoption: "It will improve the public standing of this important agency . . . will make it easier to attract the most highly qualified persons to fill the major administrative positions in the Department . . . (result in) the improvement of administration and co-ordination within the agency . . . (bring) the importance and scope of the operations of this agency to the attention for

### DEPARTMENT HEALTH, EDUCATION, AND WELFARE



Provisional Organization of New Department.

# Educational Programs in Typical Minnesota High Schools

Roy C. Prentis\*

To what extent does the size of high schools affect the general character of the educational program offered to students?

This question could be studied from many points of view and the material here presented is not intended to be a complete answer. The problem considered is how features or items ordinarily held to be desirable in secondary school practice vary from the largest to the smallest high schools.

Minnesota high schools constitute a good field for the study of this problem, because, in size, its secondary schools range in enrollment from under 50 to more than 2000 pupils.

## 457 Schools Covered

This article will report on the 457 secondary schools in Minnesota outside of the three metropolitan centers of Minneapolis, St. Paul, and Duluth. Because of the predominance of six-year secondary schools the size of high schools was determined on the basis of total enrollment in grades 7 through 12. Classified according to this definition of size, 28.7 per cent of the 457 out-state secondary schools of Minnesota in 1951-52 enrolled fewer than 150 students, 41.1 per cent enrolled between 150 and 300, 19.7 per cent between 300 and 600, 6.1 per cent between 600 and 1000, and only 4.4 per cent more than 1000. The above intervals were used for classifying the schools for the purposes of this study.

Selected characteristics of high schools grouped by size as described above are shown in Table I. This table shows in a comparative manner certain aspects of the curriculum, the status of the professional staff, salaries, tax rates, unit costs, and financial support.

## The Typical School

**0-149 Enrollment:** In many respects the smallest schools had meager programs in the academic and vocational fields and in cocurricular activities. The staff was

\*The facts used in this report were collected in connection with a study made by the Bureau of Field Studies and Surveys, College of Education, University of Minnesota, and the State Department of Education as a part of the work of the Minnesota Public School Facilities Survey.

TABLE I. Summary of Selected Characteristics of Secondary Schools in Minnesota, 1951-52

Enrollment (Grades 7-12):	0-149	150-299	300-599	600-999	1000 or Over
Per cent holding master's degree					
Superintendents	47.5	69.7	77.2	89.6	85.7
H. S. Principals	9.9	21.8	57.8	89.2	90.0
Per cent of time typical principal had free from scheduled classes	13.0	32.6	64.5	100	100
Median annual salary paid (in dollars)					
Superintendents	4650	5139	6059	7036	8050
Principals	3459	3829	4450	5378	5582
Teachers	3000	3072	3288	3714	3926
Median years tenure in present school					
Superintendents	4	5	8	8	9
Principals	3	3	5	10	13
Teachers	2	2	3	4	7
Number of subjects offered in typical school					
Communications (in addition to regular English courses)	0	0	1	1	2
Mathematics, Grades 9-12	2	2	3	5	6
Foreign languages	0	0	1	1	2
Science, Grades 9-12	3	3	4	4	4
Fine arts (drawing, painting, etc.)	0	0	0	2	3
Special departments (agric., home ec., ind. arts, bus. ed.)					
Per cent of schools having 3 or more special departments	9.2	48.9	87.8	96.4	100
Per cent of schools having no special departments	48.8	7.4	0	0	0
Per cent of time of librarian in library	18.4	31.8	59.1	100	100
Per cent of schools offering behind-the-wheel driver training	17.6	38.8	60.0	92.6	85.0
Activities sponsored by State H. S. League (athletics, speech) mean number offered per school	3.15	3.57	6.18	7.96	9.40
Median taxable valuation of district (in thousands of dollars)	368	463	900	1944	4500
Median tax rate for all school purposes (in mills)	85.0	75.0	67.8	69.2	68.5
Median pupil unit cost of entire school program (in dollars)	188.73	175.02	169.00	182.00	187.36

relatively inexperienced, and salaries were correspondingly low. Special services to pupils were on a minimum basis, teachers' pay was low, and the tax rate and pupil unit cost were high. Less than half of the superintendents and less than 10 per cent of the high school principals held the master's degree. The typical principal was free from scheduled classes or study halls only 13 per cent of the time.

In addition to the items covered in Table I, it should be mentioned that nothing was offered in the typical school in fine arts. A minimum program in music was offered — one teacher teaching music on a part-time basis. Special mention should be made of the fact that nearly half of all the high schools in this group offered none of the four special departments (agriculture, home economics, industrial arts, and business education). The school librarian in the typical school of this size had no special library training and was able to spend less

than one fifth of her time in the library. In nearly all cases neither a full-time nor a part-time school nurse was employed. It should be mentioned particularly that while the offerings to the students were the lowest of all groups the cost to the taxpayer, as represented by the tax rate and the pupil unit cost, was the highest of all the five categories.

**150-299 Enrollment:** The schools in this category showed some improvement over the smallest group, although the offerings to pupils were still rather restricted. Seventy per cent of the superintendents and 20 per cent of the high school principals held the master's degree. The principal was free from scheduled activities only one third of the time. Salaries of teachers and administrators were slightly higher than in the smaller schools.

In general, it was found that there were more schools offering a greater number of subjects, but the typical offerings in this



size school was not materially different from the 0-149 group. A considerable improvement was noted in the area of the special departments, however, since only 7.4 per cent of the schools in this category offered none of the four and nearly half of all schools had three or more.

Some improvement was noted in the special services and activities for pupils; however, the situation here, too, seemed to be considerably less than ideal. There was no school nurse, and the typical school librarian had no library training and spent less than one third of her time in the library.

The taxable valuation of the typical district in this category was greater than in the 0-149 group but was still far below a desirable minimum. In spite of the increased offerings, the tax rate was appreciably less, and the pupil cost was \$13.71 per year less.

#### More Teach Speech and Journalism

**300-599 Enrollment:** There was a definite increase in the number of schools which taught speech and journalism. The typical school in this group offered three mathematics courses instead of the two courses offered in the smaller schools. For the first time the typical school offered at least one foreign language. The science program was increased to four courses instead of the three found in the smaller schools. A greater number of schools offered courses in fine arts, although the majority of schools still taught nothing in this field. The music program was increased appreciably, and the typical school employed a teacher who spent full time on music. The number of schools offering the four special departments was greatly increased. For the first time every school offered one or more and 87.7 per cent offered at least three out of the four special departments. Behind-the-wheel driver training was offered in 60 per cent of the schools.

Some aspects of the special services had improved appreciably in this size school. The typical school employed a librarian who was partially trained as a librarian. She spent nearly 60 per cent of her time in the library as compared with less than one third in the 150-299 category. The typical school in this group, however, did not find it possible to employ a school nurse.

The professional staff was more experienced and had remained in its present school appreciably longer than had been the case in smaller schools. In spite of the improved offerings and better salaries, the reductions in tax rate and pupil unit costs were appreciable.

#### Principal Relieved of Teaching

**600-999 Enrollment:** For the first time the typical principal was entirely relieved from teaching duties and was able to spend 100 per cent of his time on supervision and administration.

Although a rather high percentage of schools taught speech and journalism and for the first time schools offered speech correction, the typical school offered only one course in communications beyond regular English. The fine arts program showed a definite increase in the schools of this category, and the typical school offered two classes in fine arts in grades 9-12. The music offerings increased slightly in breadth, and the typical school employed two full-time music teachers as compared with one in the 300-599 category. In this size school it was found that the greatest percentage of schools of all five categories offered behind-the-wheel driver training (92.6 per cent).

A considerable increase in the nature of the special services was noted in this group. For the first time the typical school employed a librarian who had a major in library work and who spent 100 per cent of her time in the library. The typical school employed a full-time nurse.

**1000-and-over Enrollment:** In the field of communications other than regular English classes it was found that all schools taught one or more classes and that the typical school offered two. The foreign language program was increased to the point that every school taught at least one foreign language, some schools taught four, and the typical school taught two. The fine arts program increased somewhat, with the typical school offering three classes in grades 9-12. All schools had three or more approved special departments, and the typical school had four. Behind-the-wheel driver training was found in 85 per cent

of the schools. The librarian in the typical school possessed a major in library work and she spent full time in the library. A full-time nurse was employed. Schools in this category participated in more of the activities of the State High School League than any other schools.

#### In Conclusion

A definite, positive relationship exists between the size of Minnesota high schools and the frequency of occurrence of those items or characteristics ordinarily considered desirable in a school. There appears to be a continuous increase in the occurrence of desirable features from the smallest to the largest high schools. The curriculum and special services to pupils became progressively broader as schools became larger. A progressive increase was noted in the amount of professional preparation of administrators. Total years' experience as well as the number of years in the present position became greater for teachers and administrators as schools became larger. Salaries paid to teachers and administrators were higher as schools became larger. The program of extracurricular activities increased in breadth as schools became larger. In spite of the increased offerings in services the larger schools generally were able to provide education at a cost equal to or less than the smaller schools. It appeared that schools enrolling fewer than 300 pupils were particularly uneconomical from the standpoint of pupil unit costs when the services that these schools offered were taken into consideration.

## LISTENING IN!

Listening in on a classroom isn't too contemptible if the snooper announces to the snoopee, "You're being shadowed." No matter how ethically conducted, it has a bit of an odor but it also has many values.

It is folly to resist the inevitable. Snooping (it is not always that) is no more asinine than failure to recognize a fact and deal intelligently with it.

A young banker remarked to his senior officer, "I collected one of those long-past-due notes today. If I can collect the other two, our delinquencies will be out of the way."

"Good luck," replied the superior, "but if you fail, don't be too depressed because these mistakes keep us on our toes."

Observed a teacher: "This little listening device in my room keeps me on my toes. It bothered me at first, but I overcame this fright by a little common-sense reasoning."

"My business is teaching. If I am doing a commendable job, I am glad to have an auditor. It affords him an opportunity to learn both my faults and virtues. If I cannot do a satisfactory job, that is my fault, not his. If I know I am subject to a supervisory inspection at any time, it will keep me from loafing."

"Most of us need some external incentive to stimulate us to teach at our best. It is all in the viewpoint. If our attitude is negative, this device may get us down. On the other hand, if we take a positive view we can turn it to good account."

"My business is that of teaching boys and girls in a friendly, understanding way in a democratic atmosphere. I do not claim perfection, but I do not fear inspection. I am constantly searching for new ways to improve my teaching techniques. Perhaps my auditor will have some suggestions."

It is plausible to conclude from this teacher's attitude that a situation which on first sight appears to stink might well be converted into an atmosphere with a pleasant aroma.

A building can be used for a 'dive' or converted into a place of worth-while activities. It isn't the device that is important, it is the tune the teacher plays on the instrument that determines its utility.

What about the auditor? Well, Anthony came to bury Caesar, not to praise him, but his listeners were not interested in a funeral when he had finished. The wise teacher welcomes a "hearing" even though it is by remote control. — BRICE DURBIN.



*The White School, Galva, Illinois, faces two shaded streets in a fine residential neighborhood.— Raymond A. Orput & Associates, Architects and Engineers, Rockford, Illinois.*

## Galva Builds a One-Story Elementary School *Raymond A. Orput\**

Celebrating the completion of a new \$900,000 school building program, Galva, Ill., is holding its head high to its neighboring communities.

The buildings in the program, consisting of two rural attendance units, an addition to the high school and a new elementary school building located in the city, are an example of a fine school system resulting from the formation of the community unit district reorganization in Illinois.

The principal building of the program is the F. U. White Elementary School, located in the city of Galva. This structure represents a refreshing and new approach to the solution of the elementary school building problem. The building suggests a giant umbrella, with natural light coming into it from all sides.

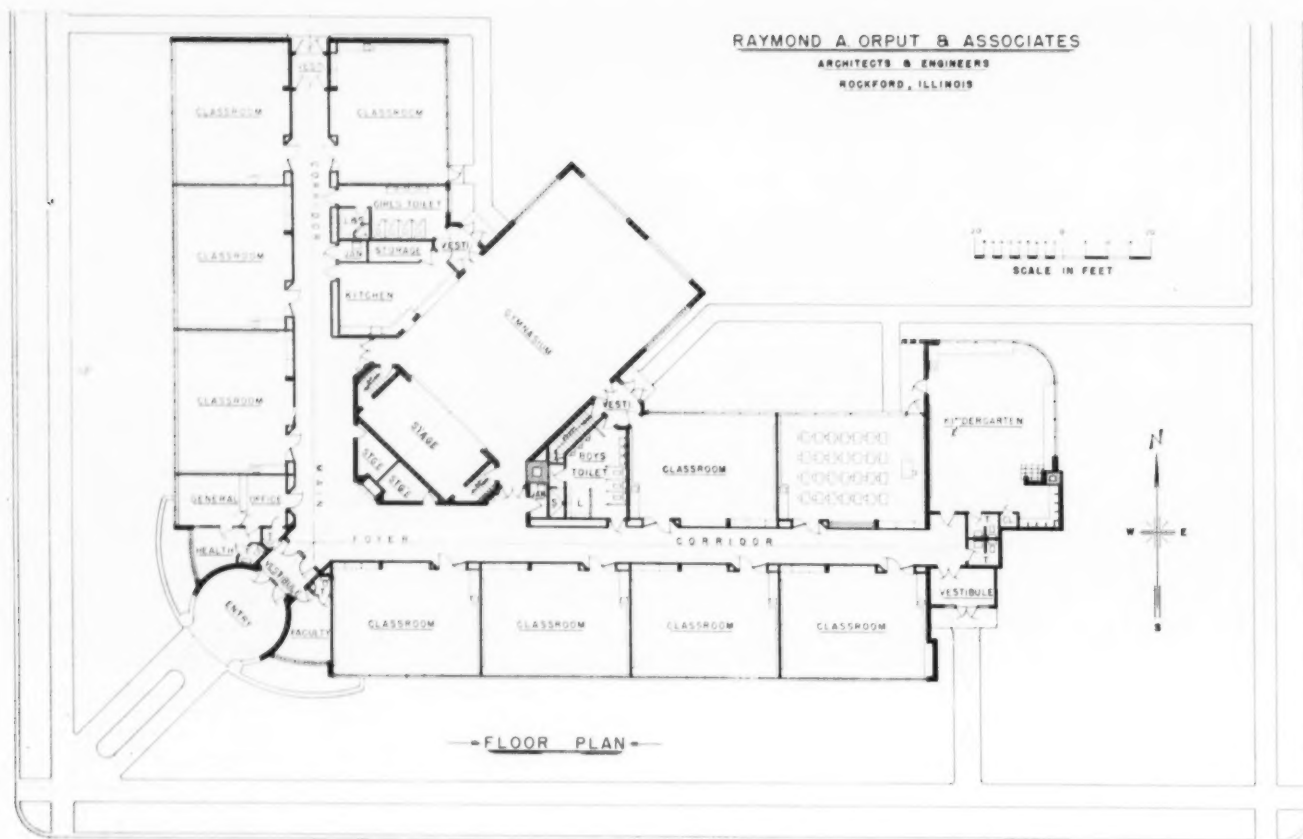
The elementary school consists of ten classrooms, a kindergarten and a gymnasium-auditorium-cafeteria—all of which had to be fitted into an area not greater than two thirds of a square block. A city park across the street provides playground space for the children.

Besides the one-story layout and the design of the façades, this building features maximum



*The kindergarten entrance has been carefully planned to make the first contacts of the child happy and effective.*

\*Raymond A. Orput & Associates, Architects, Rockford, Ill.



*Floor Plan, F. U. White Elementary School, Galva, Illinois.*

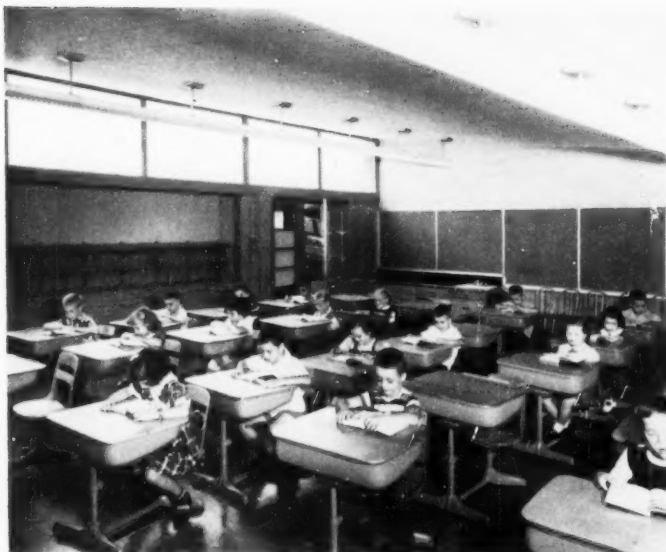


*Attractive library books and student work will be displayed in the corridor by display cases.*

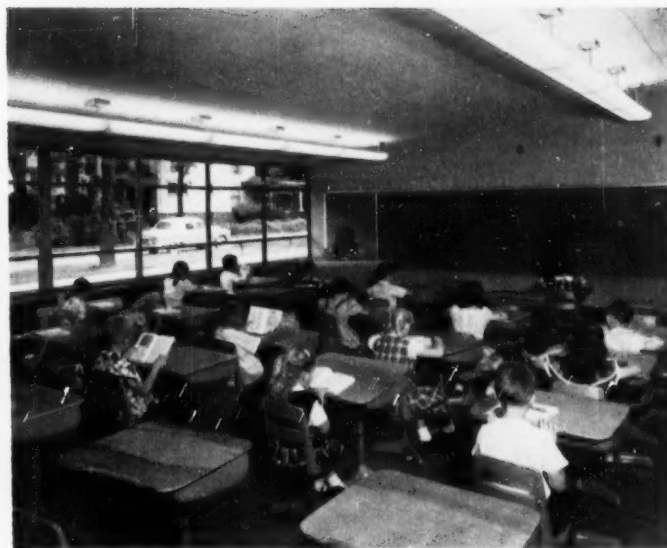


*A corridor showing the effectiveness of the skylighting.*





*A classroom interior showing the clerestory lighting.*



*The children farthest from the windows receive light from the clerestory windows and tests indicate that they have the same effective light on the work as those nearest the windows.*

use of natural sunlight. The term "multi-ray lighting" has been coined to describe the system used.

As one enters the F. U. White School, the first impression is that of a continuous sunlight source illuminating the corridor. A light meter reveals that 100 foot-candles of natural light is illuminating the corridors with no artificial light needed. Upon entering the classrooms, one finds the light meter registering from 100 to 300 foot-candles of light. These are readings for bright, sunny days. Yet on cloudy days the corridors register 75 foot-candle illumination, while the classrooms register 75 to 100 foot-candles. Even on dark days, the corridors have sufficient light from the natural source to make artificial illumination unnecessary, whereas the light in the classrooms varies from 20 to 30 foot-candles and thus requires but a slight boost for generally satis-

factory illumination. This remarkable result is not only healthful and exhilarating to both students and teachers but it results in an over-all savings on electric current of \$12,000 for a twenty-year period. This figure is based on a rate of 3 cents per kilowatt hour.

### **Unique Skylighting**

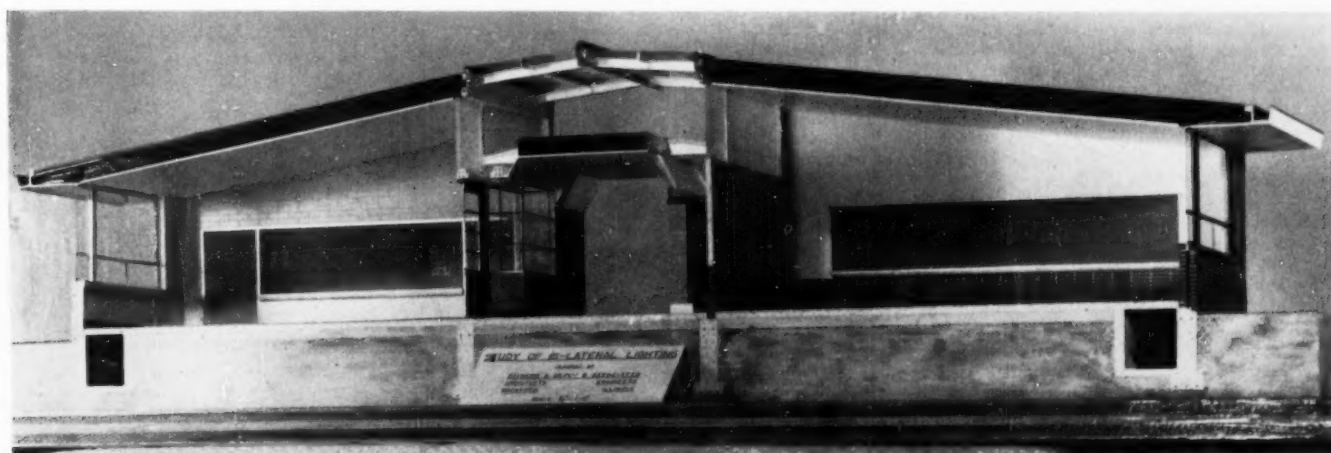
The F. U. White Elementary School combines solar light with "multi-ray lighting." A central skylight provides natural light for the corridors. Any possible heat transference through the central skylight structure is amply compensated for by solar heat available throughout the winter, varying from each side of the corridor as the sun travels from east to west. There is an important relation between the roof and the foregoing features of the building. The roof is tarred and covered with

an aggregate of white Georgian marble chips to provide both beauty and an effective heat reflecting surface. Thus an insulation barrier is provided in areas where heat is not desired and still heat transference through the skylight structure is allowed where desired.

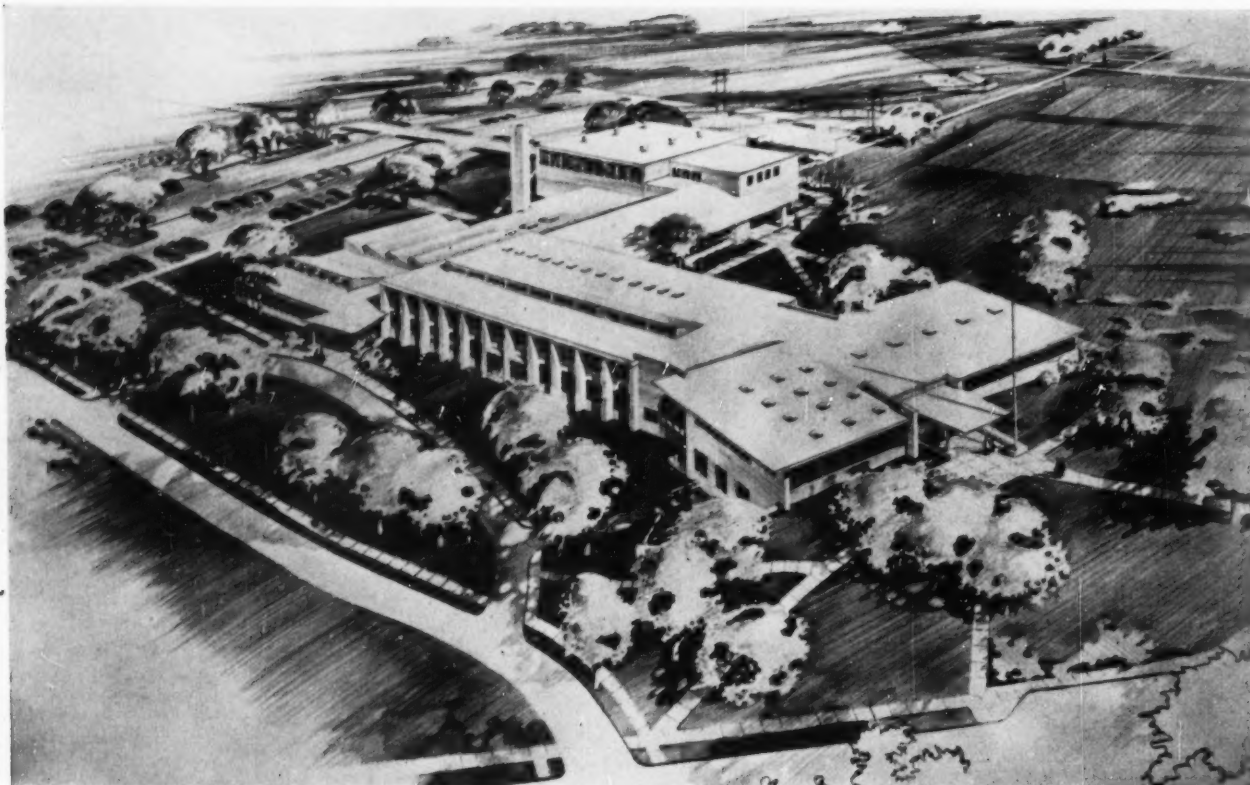
The exterior of the building with its white roof, red Roman brick walls, and yellow brick circular main entrance is interesting for its contrast of color.

Each classroom is finished in knotty pine and contains ample cabinet space with a sink for modeling and art activities. Doors lead directly from all rooms to the playground.

In-wall tables in the gymnasium allow it to be used as a cafeteria as well as an auditorium. A completely equipped kitchen is adjacent to the gymnasium. Well-arranged and ample space provides work and rest facilities for the teaching staff.



*Sectional view of typical classrooms showing the skylighting of the corridor and of the interior areas of the classrooms. The lighting arrangement has been found particularly effective.*



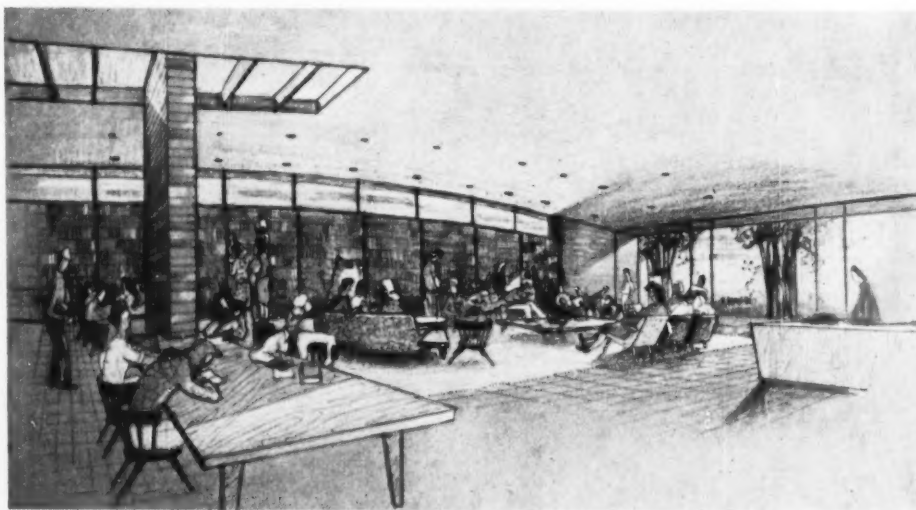
*Air View, Rich Township High School, Park Forest, Illinois.—Loebl, Schlossman & Bennett, Architects and Engineers, Chicago, Illinois. The building will serve the communities of Matteson, Park Forest, Olympia Fields, Richton Park, and the surrounding rural area.*

## RICH TOWNSHIP HIGH SCHOOL

*Eric R. Baber\**

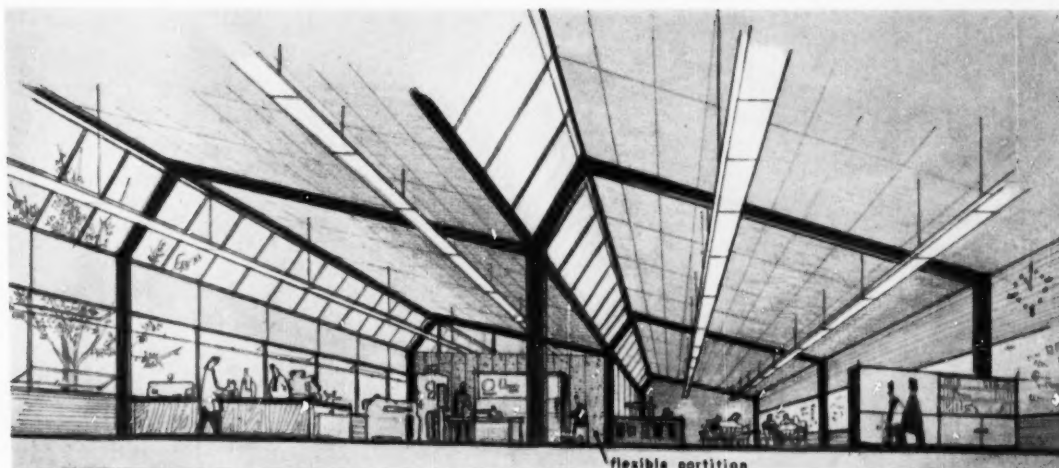
Early in the fall of 1953, the citizens of Rich Township High School District will take particular pride in opening the doors of a brand new learning laboratory. The building is now under construction on a 55-acre site located in Park Forest, Ill., just 27 miles south of the Chicago loop. This unique community high school plant reflects the creativeness and skill of the architect in interpreting the thinking of a planning group composed largely of lay citizens.

Park Forest is something special. Four years ago the first resident arrived, and today approximately 17,000 persons live in this beautiful new city developed by American Community Builders, Inc. The population, composed mostly of young business and professional persons and their families, is expected to stabilize at 32,000 within the next two or three years. These vigorous young citizens, in co-operation with other residents of Rich Township from the villages of Matteson, Olympia Fields, Richton Park, and adjacent rural areas, formed citizens committees to



*The library will be an informal, richly colored room that will invite study and recreational reading.*

\*Superintendent, Rich Township High School District, Park Forest, Ill.



*The industrial arts shops depend on skylights for major lighting.*

study and plan for the establishment of a high school.

### **All Families Canvassed**

Determined that the new school should be a civic, social, recreational, and cultural center for all residents of the district while still serving its primary purpose of educational service to high school youth, the citizens committees began their work by attempting to discover the educational needs and desires of their own communities. They distributed a questionnaire to each home in the district and requested each family to sit down together as a family group and answer some questions as to what kinds of courses, services, and facilities the school should provide.

The results of the questionnaire indicated that the people wanted a community school which emphasized practical citizenship training, general rather than vocational education, and broad cultural course offerings.

With this information in hand, members of the citizens committees set out to visit other schools, talk with students, teachers and administrators, read and study about curricula and buildings, and finally to call in educational consultants. As plans for the educational program began to crystallize, specific recommendations were made to the board of education concerning the proposed building. For example, the health committee recommended that offices be provided for a school nurse and physician, in connection with a testing-examining room, cot room, health clinic or laboratory, and adjacent health classroom. They specified details of a school-community health and safety program together with suggested furnishings and equipment. Other committees submitted equally valuable suggestions for every portion of the building.

### **Architects Receive Results**

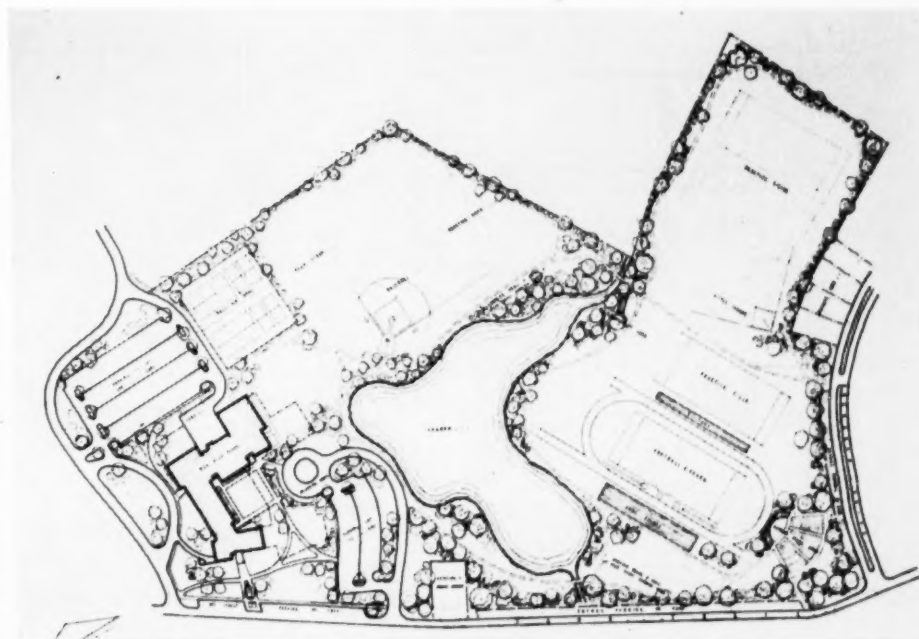
As recommendations from the citizens committees reached the superintendent and board of education, evaluations and summaries were made and passed along to the architect, who worked closely with the planning group from the very beginning. The result is a building designed to express the educational philosophy of an enlightened citizenry. It is cheerful, colorful, and adequate in terms of the flexible functions it will serve. As Jerrold Loeb, pres-

ident of the Chicago architectural firm Loeb, Schlossman and Bennett, put it, "Our goal was to produce a friendly and inviting atmosphere in which learning would be facilitated, as opposed to the austere and institutional impression given by so many educational buildings."

Rich Township High School, designed to accommodate 900 students in average class size of 24 students each (with provision for expansion to serve an estimated maximum enrollment of 1500), contains 24 classrooms, numerous conference and activity rooms, plus 16 additional class areas created through the use of "accordion type" partitions and movable furnishings and equipment. The present bond issue is \$1,600,000.

Classrooms vary widely in shape, size, and decorative schemes to meet the needs of a comprehensive educational program. The general education classroom concept is an adaptation of the self-contained classroom of the modern elementary school. Ample space, light, movable cabinets, furniture, sink and worktable facilities make the rooms suitable for many activities and render them more comfortable for longer-than-usual class periods, thus permitting work on problems and projects which cut across subject matter and class period boundaries.

One of the unique features of this school is a complete television and antenaplex system, with receiving sets throughout the building to take advantage of educational telecasts in the



*The building occupies the extreme southwest corner of the site in order to make maximum use of the irregularly shaped areas for athletics, parking, and outdoor dramatics.*







The gymnasium provides ideal space for physical education as well as for indoor sports and games.

Chicago area. As the new UF educational TV stations are developed, increasing use of this facility is expected.

### Communications Laboratory Featured

Modern to the minute is the *communications laboratory*, which includes a large classroom, a stage, a radio booth, a screening-listening room, and complete audio-visual facilities. It is designed for multipurpose use during the day, and will doubtless be one of the most popular and attractive areas in the building for after-school hours and evening use by teen agers and adults.

When a folding partition (which separates two of the large general education classrooms) is opened, a small auditorium is created, with seating for approximately 150 persons. When the partition is closed, the area is again converted into classroom space. Special construction provides sound insulation between the two rooms.

A *Little Theater* stage (one of three stages in the building) is excellent in its appointments, with border and spotlights, disappearing footlights in front of the proscenium opening, cyclorama and front curtains, storage and dressing rooms, and backstage entrance. There is also a larger stage serving the social hall, which seats 550, and a removable platform

stage in the gymnasium, where rollaway bleachers accommodate 1500.

A glassed-in *radio booth* and sound control center overlook the large classroom, the *Little Theater* stage, and the screening-listening room in back of the stage. The radio booth houses control panels for the sound and public-address systems, and serves as an auxiliary studio for "off-the-air" broadcasts, transcriptions, and recordings. It may also be used as a 10-watt, student-operated, local broadcasting studio, the FCC permitting.

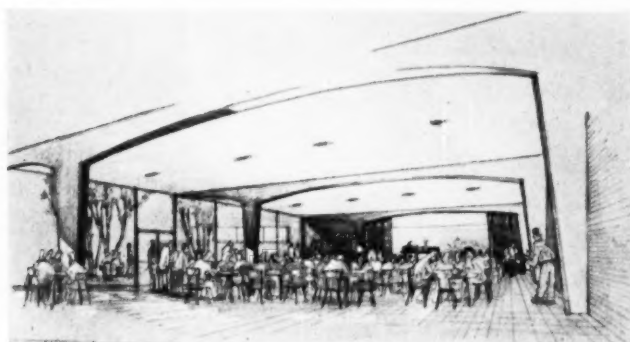
The *screening-listening room* is a part of the communications laboratory suite, and is in itself a tiny auditorium seating fifty persons. It is situated close to the central library and is soundproof. Individuals or small groups may use it for previewing films, listening to phonograph or tape recordings, studying slides, or making sound transcriptions.

An essential part of the school plant, the

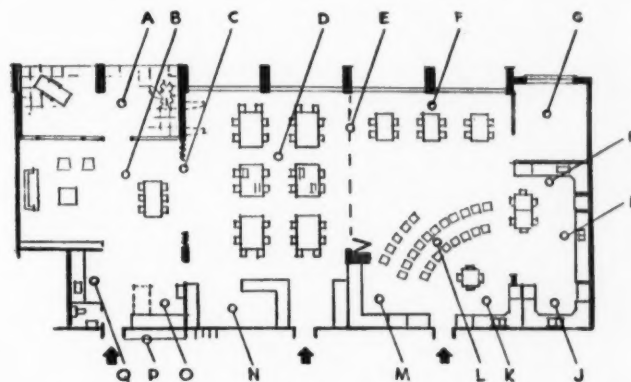
communications laboratory breaks away from the relatively formal setting of the traditional classroom and provides unusual opportunity for creative expression (both individual and group) in the various media of communications. Its functional beauty lies in the diversity of its usage and in the fact that classroom space has not been sacrificed in creating such an integrated unit in the building.

### Daylight for Class Areas

An extraordinary amount of daylight will be afforded the students in all class areas through the many large windows, the plastic bubbles set in the roof, and the large number of skylights. The gymnasium will be unusually bright throughout the day, with glass block from floor to ceiling at one end, and windows occupying the entire upper half of two walls. Colorful *display centers*, to exhibit student work representative of the activities carried



A combination room will provide space for cafeteria, visual aids, and social gatherings.



The homemaking department provides an interesting illustration of the layout prepared by the co-operation of teachers, administrators, and the architect. A—screened glassed-in porch. B—living-dining area. C—modern fold door. D—clothing laboratory. E—heavy (sound-insulated) folding partition with chalkboard and tackboard on either side. F—study-planning tables. G—office-conference. H—"L" shaped kitchen. I—straight kitchen. J—"U" shaped kitchen. K—demonstration kitchen. L—lecture-demonstration area. M—laundry center. N—fitting room. O—home-nursing center. P—display case. Q—grooming center.

on in the school's various departments, will be located on both the upper and lower levels of the building. Lobbies and foyers are brightened by indoor plantings, cheerful decorative schemes, and informal lounge furniture.

Keen interest has been evidenced by numerous educators in the flexible, attractive arrangement of *homemaking* facilities in Rich Township High School. These laboratories are located close to the health suite, the science department, the industrial-arts rooms, and the arts and crafts studios so that the instructional relationships in these subject fields can best be realized and utilized. An all-purpose area of 3168 square feet (36 by 88 feet) can be instantly converted, by means of folding sound-insulated partitions, into foods and clothing laboratories and a living-dining area.

This living-dining portion of the homemaking area features a screened and glassed-in porch overlooking the landscaped lawn. Comfortable home furniture and game storage facilities make it especially adaptable for use in child-care training. The large living-dining room is characterized by wall-to-wall carpeting, dropped ceiling, library nook, living room suite, TV console, dining table for formal dinners or teas, decorative china cabinet, pictures, draperies, and other home furnishings. Adjoining the living room is a powder room and grooming center, as well as a folding bed and equipment for study in home care of the sick. The lighted display case in the corridor just outside the living-dining area lends additional color and interest to these rooms.

The *industrial arts* laboratory resembles a small modern factory, with sawtooth roof, skylights, acoustical treatment, and color dynamics in the power-machine area. Clear glass partitions separate the shop library and planning center, the drafting room and shop offices from metal and woodworking centers. Provision is made for instruction in woodworking, electricity, drawing, metals, home mechanics, and basic consumer knowledge of auto mechanics. Adjacent to the general shop is the graphic arts center with darkroom and printing presses. Supply and finishing rooms are centrally located.

### Art and Craft Facilities

The correlation of *arts and crafts* facilities with the industrial-arts rooms is rather unique. Centers for instruction in ceramics, plastics, textiles, art metal, and lapidary work (in the crafts room) are connected with the general shop area. The art studio, especially equipped for drawing, painting, and design, is also a part of this integrated arts-crafts-shop section of the building. It is expected that boys and girls will share alike in using these facilities, as well as those of the foods and clothing laboratories.

A practical arts course, designed to provide exploratory experiences in all these areas as a part of general education, will acquaint ninth-grade students with the opportunities for further study in one or more fields. Full community use of these facilities for hobby clubs, adult education, and special interest groups is expected.

The citizens planning committees, realizing that teen agers need a social and activity center apart from the general classrooms and special subject rooms, recommended that a student's clubroom be located close to the social hall. Following this suggestion, provision has been made for a small *student union*,

consisting of a large club room, student council room, and soda bar with a pass-through from the kitchen for serving foods and soft drinks.

Another interesting wing of the building features a beautiful *music* rehearsal room for full band or chorus. Built-in risers and an upswept ceiling line to the tall windows in the rear of the room add a distinctive note. The room is acoustically treated and may also serve as a broadcasting studio. Soundproof practice rooms, instructors' offices, instrument and uniform storage rooms complete the music suite. Expansion in this department, as in all other departments, has been carefully provided for by the planning group.

General offices and business education rooms are characterized by contemporary furnishings and liberal use of glass partitions which add to the spaciousness and openness of the building. The social hall, which seats 550 and serves as a cafeteria room, also features a window wall which opens out to a flagstone terrace in the inner courtyard.

### Structure Blends With Site

The new Rich Township High School is a combination two-story and one-story structure

which utilizes a rolling site to blend harmoniously with the ranch-type residential character of the surrounding territory. A safety factor is provided by ground level entrances to both floor levels.

In planning the school, members of the citizens committees summed up their recommendations as follows:

The building should be designed as an attractive, modern learning laboratory to be used by all interested members of the community. It should be pleasant, informal, convenient and altogether inviting. The elements of the building should be so oriented as to facilitate learning and to promote feelings of satisfaction, security, and co-operative living among students and teachers. The interior of the building should be characterized by openness, light, and cheerful color schemes. Flexibility should be achieved through the use of nonbearing partitions, where possible, and movable furnishings and equipment.

The board of education feels that the Rich Township High School building, when completed next fall, will indeed be a tribute to a co-operative planning process which emphasized lay-citizen participation and community representation.

## Youngstown Builds an Elementary School

*J. Fred Essig\**

Crowded city neighborhoods, busy arterial streets, vast differences in the social levels of the families contiguous to a growing business and industrial section of the city constituted

some of the problems faced by the board of education of Youngstown as they began to plan for a new elementary school in the area under discussion. It was agreed that the school should be built on the site of the old Elm Street School. The original Elm Street School

\*Assistant Superintendent of Schools, Youngstown, Ohio.



Both natural as well as artificial illumination is provided in the auditorium-gymnasium. The directional glass block has been arranged in an interesting pattern that adds to the architectural values of the exterior design.





*Street View of the Elm Street School, Youngstown, Ohio. The gymnasium-auditorium is at the left, the classroom wing at the right. — Arsene A. Rousseau, Architect, Youngstown, Ohio.*

had been in use for more than sixty years. Its architecture was suitable and acceptable for the day it was built, but wood stairs and floors, coupled with poor lighting and space not adapted to modern education, made it imperative that the structure be replaced.

### Changes Lower Enrollment

The growth of the city had greatly reduced the number of pupils available for the Elm Street School. On opposite sides of the Elm Street School were two other small school districts which had once supported fairly large schools. These, the Parmelee and Wood Street Schools, had suffered similarly from encroachment by business and industrial sections of the city. The Parmelee School building had been in use for more than fifty years, and had been built with wood stairways and floors and an auditorium on the third floor. The Wood Street School was of fairly modern construction and situated close enough to the heart of the city to be utilized as an adult education-industrial arts center.

Building new schools in decadent sections of any city is something of a risk. In the Elm Street district, it was doubly so because of the ages of the homes and because of the direction of growth in the city's industrial and business section. Upon the recommendation of the Bureau of Educational Research at Ohio State University the three school areas were consolidated into one, with plans to raze the two oldest buildings and to build one new elementary school building upon the site of the old Elm Street School which is almost in the center of the area.

Previous to the decision to construct the new Elm Street School the Bureau of Educational Research at Ohio State had been invited to make a comprehensive school plant survey for the public schools of Youngstown. This report recommended many other changes some of which have been completed. In order to finance the total program a bond issue of \$5,400,000 was submitted to the voters for approval. This would have been sufficient to complete the entire program if materials had

been available and the work could have been done at once, but several years of elapsed time gave the materials market an opportunity to rise sharply, and made it necessary to modify the program and to ask the voters for a five-year building levy of nine-tenths mills. The levy should bring in nearly two million dollars over the period, enough to complete the program of construction.

### Teachers Plan for School

Teacher committees from the school area to be served worked together for several months

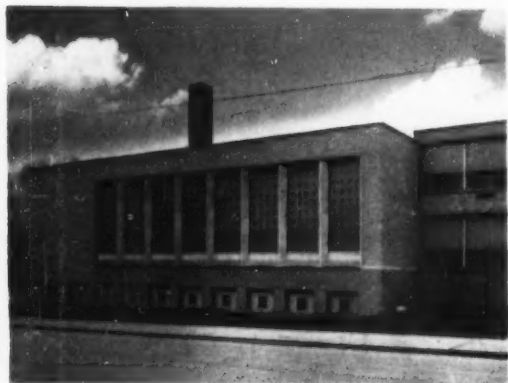
planning for the new school. There were 12 committees composed of teachers, supervisors, and administrators who worked upon the educational features to be incorporated in the construction, such features as health and physical education facilities, auditorium, lunchroom, primary classrooms, intermediate classrooms, lighting, service rooms, homemaking, art room, sanitary facilities, kindergarten, and audio-visual and communication facilities. All committees were urged to recommend the ideal in facilities without regard for the cost involved. The committees did give heed to the



*As a means of initiating the board of education and leading citizens into the instructional methods, the school authorities have invited the board to attend typical classroom demonstrations.*



*A corner of a classroom looking toward the work unit.*

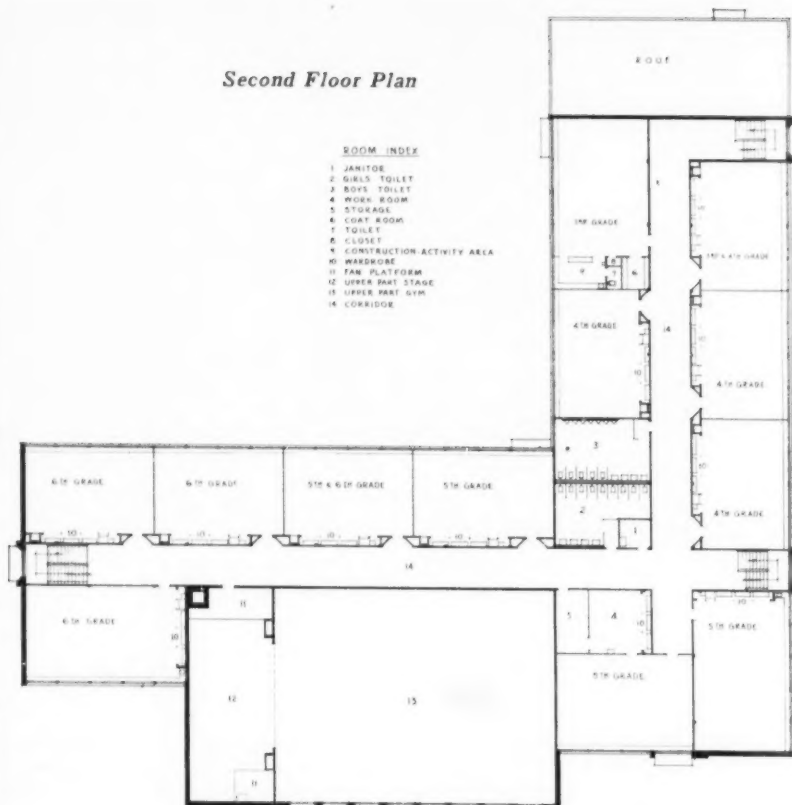


*The design possibilities of glass block have been taken advantage of in the auditorium-gymnasium.*

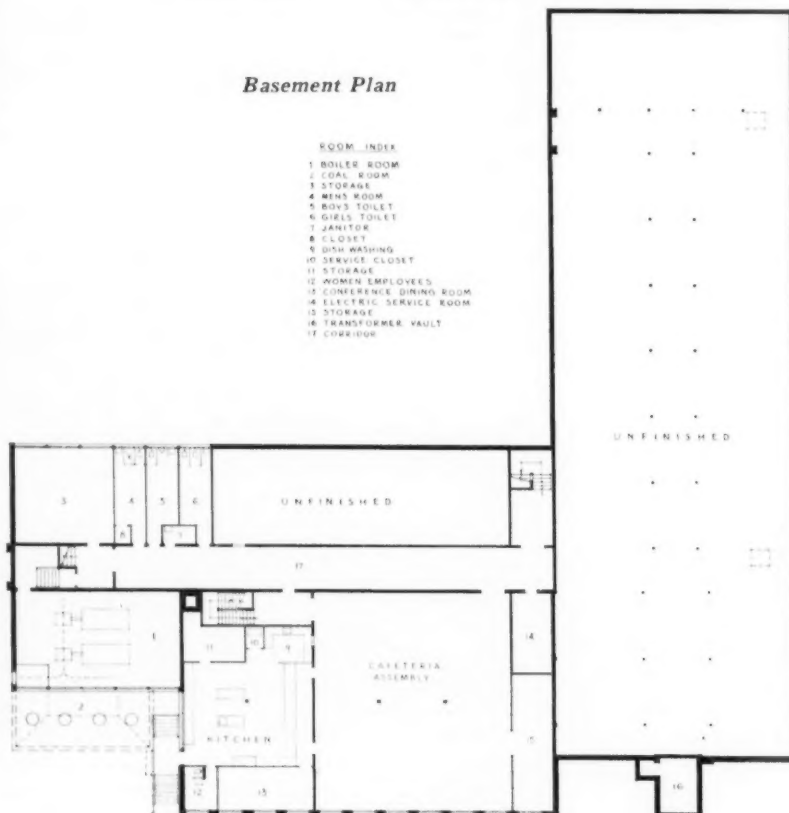


*A typical upper grade classroom looking toward the built-in lockers.*

## Second Floor Plan



## Basement Plan



matter of costs, but it was surprising how many recommendations which seemed impossible were found to be both practical and possible when all the evidence had been submitted.

A consolidated report was made of the specific reports after revisions and then transmitted to the Ohio State Bureau of Educational Research where the recommendations were further refined to conform to national standards and good practice and to allow for some desirable changes. This process required several months during which a number of conferences were held with various committees. The Bureau then returned its final report and recommendations for adoption by the board of education.

An architect was selected to interpret all this in wood, metal, brick, and cement. It was the recommendation of the architect, Arsene Rousseau of Youngstown, that a school of twenty classrooms on a small site should be a two-story structure. In addition to twenty classrooms there should be a kindergarten, an office suite, a multipurpose room with a large stage, a lunchroom and kitchen, and a practical arts room.

An effort was made next to acquire more space. A sum of \$32,208 was spent in acquiring additional property enlarging the site to two and two-tenths acres. Eventually, when prices have leveled somewhat, there is hope for further expansion.

### Site Used to Advantage

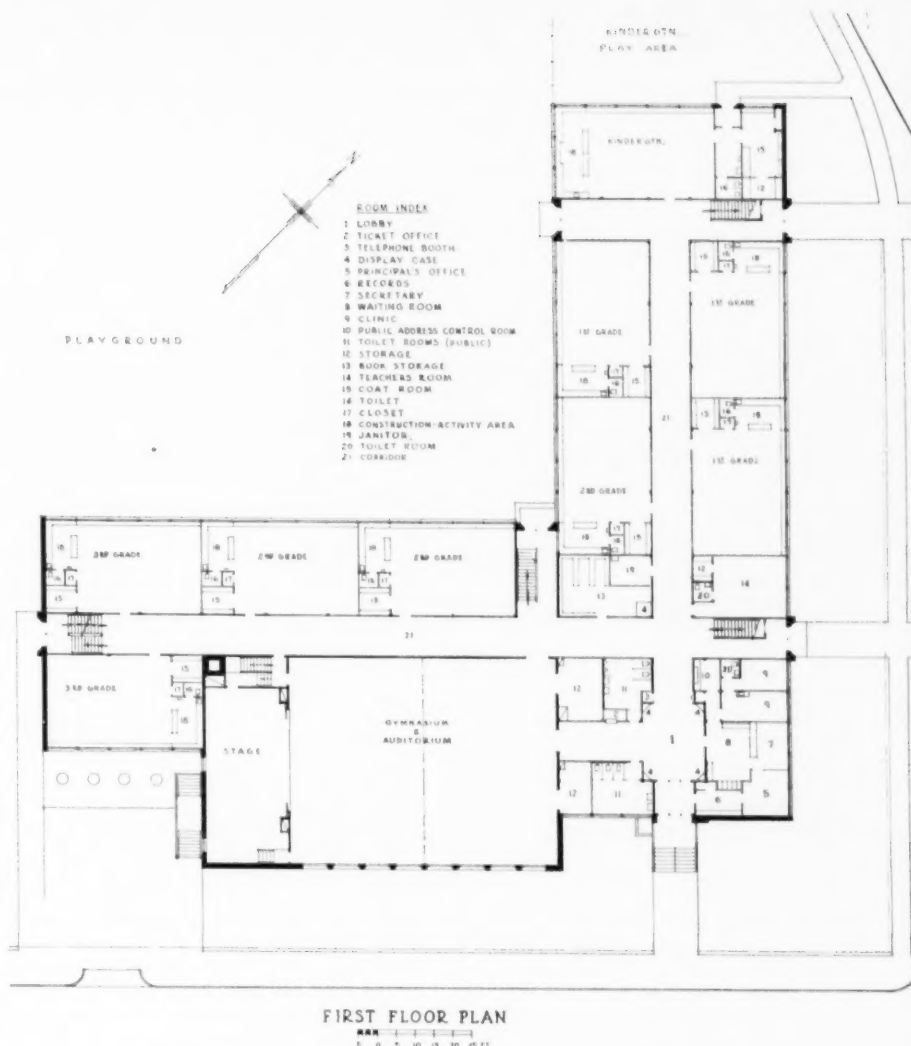
The site is on a gentle hillside, making it possible to place the lunchroom-auditorium and kitchen beneath the multipurpose room. The boiler room is beneath one of the first floor rooms as are also a playground equipment room and toilet facilities, both of which can be reached from the outside with limited access to the remainder of the building. A city sponsored summer recreation program will use the equipment room and toilet facilities.

A retired public school business manager closely supervised every step of the work as the superintendent of construction. He was responsible not only for assuring the meeting of the specified educational requirements but also for sound construction.

Despite the fact that steel was in tight supply the building was constructed with a steel frame. The walls are not bearing walls but are simply curtain walls. In fact, the roof was for the most part completed before the walls were completed. Roof construction included a steel deck covered with two inches of insulation and a three-ply built-up roof.

All floors are of concrete. They were poured before any of the inside walls were put in place. Floors in classrooms, corridors, and offices are covered with attractive patterns of resilient composition tile. The floor in the large multipurpose room is covered with maple in a 10-inch parquet design which is both attractive and durable for physical activities.

Most of the inside walls are of 4-inch metal joists covered with expanded metal lath and pastel colored plaster with trim work painted to harmonize in accord with latest research on color psychology and dynamics. Redecoration of the walls may be delayed a number of years. Ceilings were plastered with sound absorbing materials which were spray painted with off-white water paint.



Elm Street School, Youngstown, Ohio. — Arsene A. Rousseau, Architect, Youngstown, Ohio.

### Glass Block Featured

Outside walls of the classrooms are constructed with directional glass block above a 30-inch clear glass vision strip. Natural lighting is uniform throughout each room.

Artificial lighting is accomplished through the use of three continuous rows of fluorescent lighting fixtures. It is possible to get 50 foot-candles of glareless light at work level. Each row of lights is on an independent switch.

Each classroom has a separately controlled heating and ventilating unit, which provides a minimum of 20 per cent of outside tempered and filtered fresh air at all times.

Pale green glass chalkboards were used throughout the building. In most rooms there is more bulletin board space than chalkboard space. Both chalkboards and cork bulletin boards are bordered with metal trim.

Classrooms for grades four, five, and six are equipped with wardrobes having disappearing doors, metal hat and coat shelving, and hangers. Prefabricated and finished metal book-

shelves and storage cabinets run the full length of the room under the windows. They are finished with linoleum tops trimmed with stainless steel. Odors from damp clothing or lunches never emanate from the wardrobes because of the forced ventilation through them. Furniture is of the combination seat and desk individual unit. These classrooms are 24 feet wide and 34 feet long.

Primary grade classrooms are slightly more than 41 feet in length. In each of these rooms is a work alcove with movable counter storage and water as well as a common toilet and wash bowl in child size. Storage for children's clothing and lunches is provided in a small ventilated cloak room at the back of each room. Furniture consists of tables and chairs finished in blond maple.

Corridors, toilet rooms, auditorium-gymnasium, cafeteria, and assembly-room have glazed tile wainscot 5 feet high. Kitchen and boiler room have a 7-foot high wainscot in glazed tile. Toilet stalls are of polished marble.

(Concluded on page 106)



# I'm Glad You Asked Me That Question

More or Less Personal Thoughts  
of One About to Retire

William E. Gillis

After 22 years of service as superintendent of schools in a community of moderate size, I have announced my intention of retiring at the close of the present school year. Were I so inclined I could continue for another ten years at a salary which has become quite attractive. With my family grown up I could enjoy economic freedom such as I have not known since the first of my half dozen progeny saw the light of day. No longer do I have to buy their shoes, suits, skates, or bicycles. They are now buying such things for their own offspring.

Since I made known my wishes, I have been confronted with the repeated remark that I am too young to retire; friends want to know why I wish to step aside. As the politicians say: "I am glad that you asked me that question." I realize that the answer is somewhat personal, but it may be of interest to others who are connected with our public schools.

Primarily and simply, it is a case of taking an opportunity to do things which I want to do and which I have been unable to do for want of time or other considerations. Some of the things I want to do are in the form of civic services, others are recreational or avocational. The superintendent has, may I say, shackles which restrict his freedom of speech and action. When members of his staff are criticized, he must be present to defend them. When there is need for increasing salaries, he must lead in the battle for them. However, when he is in a troubled spot or when he is seeking a well-earned salary adjustment, he must be his own spokesman. There is rarely anyone to speak for him. He often faces a board, the majority of which is lower in the salary scale than he. Although he is the executive head of the largest enterprise in town he is sometimes paid less than members of his staff, if the amount of the salary is arrived at on the basis of responsibility and time spent on the job. When he compares his income with those of business executives who have much less responsibility, he comes out a poor second.

## My Nonexistent Privacy

The private life of the superintendent is almost nonexistent. Some meetings he can arrange in advance and properly set down in the appointment book; he can then plan a family gathering for Aunt Matilda. But more than likely, before the date arrives he will be

notified of a special conference at which his presence is required. Aunt Matilda may like it or not, but he just can't help it. Whether it be a Sunday morning trip with the Site Committee, a PTA meeting on a Thursday night, or a special board meeting on Friday, he has to leave home in cold or heat, on his appointed engagements. A superintendent once estimated conservatively that, in the course of ten years, he had spent the equivalent of 375 eight-hour days in attendance at meetings. The number of words wasted at such meetings would stagger the imagination.

Some folks may revere Alexander Graham Bell for having invented the telephone, but the superintendent often says things about this bearded gentleman which will not bear repeating. The jangle of the telephone at the office is repeated at home. The hour makes no difference, as evidenced by the call at 6:01 a.m. one cold Saturday morning by a talkative lady who wanted to know if I would not discuss my recent annual report with her. When at home the telephone is an open avenue to all and sundry, whether it is a question of the increased cost of education or what happened to Willie's hat on the bus. You may be in the middle of a meal and your wife may be making threatening gestures which mean: "Tell her you're eating your dinner," but you listen quietly and give sweet, soft answers which turn away wrath.

Then there are the days of rain and snow when you wake at six in the morning, and with fear and trepidation, try to decide what type of weather there will be at nine, so that you can send out the message to one and all that school bells will not ring today. You may know full well that you will be the only superintendent in the state who will guess wrong; and no matter what your decision, half the parents will call you to tell you of your mistake. Oh, to lie in bed and let it storm without a thought of whether school keeps or not!

I would like to enjoy the status of an ordinary citizen. What! you say, a superintendent and you are not a citizen? Well, I am a citizen of sorts. I am on the voters' list but I enjoy a rather limited status. I dare not attend a political rally. (Thank goodness for TV, I have now seen how these things are carried on.) I had better remain silent at Town Meeting if a question has political implications. During the season preceding the local election I had better wear blinders on Main Street, so as to avoid meeting and speaking to any of the candidates,

for fear that a rival is in sight. Although the schools aim to teach citizenship, the teachers and the superintendent are playing with fire when they make use of the prerogatives enjoyed by John Q. Public.

## My Successor's Success

Honestly now — things are not as bad as I have just painted them. But I do feel that I can be of greater help to the schools and the community working as a former superintendent. Less restricted, I can place before the people the needs of the schools. Before I leave the community I have worked in, I can make recommendations which will help my successor. I can be accused of no selfish motives in doing so.

I can recommend that my successor be given an adequate salary and wholehearted support. Freedom to speak out is mine now, unfettered and uninhibited. In the long run I think it will be best for me to move to another community and to contribute my talents to civic enterprises in a completely new environment. If I stay here I am sure to be charged with interfering with the new executive who must have a free hand. No matter how careful I may be, some of my old staff members will be tempted to come to me for counsel and support. It may be difficult to deny their requests. I can do a better service to my successor if I am inaccessible.

And so I am planning to move to another town in which I can render a true community service. I plan to exercise my full rights of citizenship, and to use my experience in making the wheels go round by taking an active part in civic affairs of my new home. I shall seek ways in which to serve by working through various civic organizations, and if they appoint or elect me to offices in these organizations, I shall have ample time and I will not be restricted by considerations which would limit me if I were dependent on the whims of an employer. I expect to take an interest in the general welfare of the school system, and for this my years of experience should prove of value. I shall drop the "bird in the hand" policy which the burden of office imposes on most superintendents, and I shall strive for progress which is perhaps more rapid than prudence dictates for a chief school executive. I hope to enter on a period when I shall try to do many of the things which I wanted done, which I know I can do without the restrictions, real or imaginary, under which I have worked.

I won't care to go on in this civic work until I am in my dotage. While I am still young enough to have the interest and the strength, I wish to combine certain avocations with my contributions of a civic nature. It will not be all sunshine and sweetness, but it will have compensations. I will attack all problems gradually and I will surely avoid the reformer and crusader philosophy.

### Things I Shall Miss

There have been many rewards and joys in my work of superintendent and there are many things I shall miss. I shall miss walking down the street and receiving the hearty greetings of the young fry who get a thrill out of meeting Mr. Big. I shall miss seeing the primary pupils begin to grasp the meaning of the printed word; and seeing the boisterous seventh graders become the dignified seniors; looking with pride upon the new children coming into kindergarten and thinking back to the days when I had their parents in school; seeing the youngsters in their innocent uninhibited parties at Halloween and Christmas; observing their frankness and vitality in all their undertakings; and their faith and trust in their elders. The joy and satisfaction derived from these things has outweighed all of the difficulties connected with the work of administration.

Then I shall miss the adults with whom I have worked; the board members who spent countless hours of service for which they receive no compensation but much adverse criticism; the PTA members who worked for better schools for their children, better facilities than they themselves enjoyed; the teachers and other staff members who came to me for help and advice on matters personal and professional, and who served the public so faithfully by always having in mind the welfare of their pupils. Yes, there have been great satisfactions in working with the young and in seeing the growth not only of the individuals within the schools, but of the school system itself as it has grown and become a greater factor in the development of the coming generation. There has been, too, the contribution, often so little appreciated, made by the high-calibered representatives of the business concerns associated with the field of education. Many a superintendent has grown in stature by counseling with them.

Retirement does not mean the dropping of a vigorous, intellectual life. That would be disastrous. It means the substitution of other worth-while things. I expect to contribute to the civic life of my town; I shall certainly push some of my hobbies. Each of us is awaiting the day when he can do certain things. I want time to write, to delve more into photography, to fix over antiques (or, at least things which I have been led to believe are antiques), and to travel around this wonderful country of ours.

### A Boyish Desire

Then there is another ambition I have. The ordinary workingman gets pleasure from dressing up now and then in his best clothes.

## A WORKING BOARD OF EDUCATION



The Board of Education of Gouverneur Central Schools, Gouverneur, New York, is in every respect a working board. Operating a Centralization composed of fifty former districts with 2200 pupils and 118 teachers, the board has underway a 4 million dollar school building program to include five new elementary schools, one addition, extensive alterations and additions to the high school, a junior high school shop, and an auditorium. Seated, left to right: Richard Billings; Arthur Randall; Ralph Bigarel; George Battersby; Clifford Tibbits; Earl Truax; Clifford McCumber; James Marshall, vice president; Andrew K. Laidlaw, president. Standing: Frank W. Mason, superintendent; J. Elliott Wood, clerk of the board and transportation manager.

The superintendent, it seems, always had to be dressed up to uphold the dignity of his position. He is Mr. School in the community and he must be neat and tidy at all times. My whole being acquires a relaxed and satisfied feeling when I can change to raiment of a doubtful vintage. Some day I want to stroll down Main Street clad in garments which will have the distinction possessed only by articles bought at a rummage sale. Ah! That will be living.

The question as to why I wish to retire now reminds me of a reunion held by one of my former classes. Under the summer sky that afternoon there was one class member who had had an interesting career. When she started high school she was a tomboy and prankster. During her freshman year she had garnered only one quarter of a point in music toward graduation credit—nothing more. She was graduated from high school, went to normal school and took up teaching. She went on to the university and acquired her bachelor's, master's, and doctor's degrees. She was a leader in her professional groups and had done some writing. In the summer seasons she was a licensed realtor. In talking about her activities and her future plans she said: "Golly, I want to live to be 99. There are so many things I want to do."

That seems to be the answer to the question: There are so many things I want to do.

### ACTION OR PROCRASTINATION

It was the first of April, the year unimportant. An educator, addressing an administrative assembly, said, "I want to give you a few ideas you can take back to your school and use—NOW!"

How many times do educators say, "I see now that I made a mistake. Next year I am going to make a change."

Some situations are so inflexible that they are not given readily to change. However, they are not as numerous as we think. The adage, "Don't change horses in midstream," needs qualifying. It depends on the condition of the horses. Who wants to continue to ride a nag when he can exchange the reprobate for a thoroughbred?

If a bad situation can be corrected, be the inconvenience little or great, the change is justified to the extent that it produces worthwhile results. It is far better to endure inconvenience than permit an undesirable condition to lead to an explosion.

If an idea is workable, why postpone its use? Why not enjoy its benefits now?

Three administrators listened to a lecture and made notes of ways they could improve their schools. One went back and put his ideas into immediate execution, reaping the benefits therefrom. The other two decided to wait until the beginning of the next school year. One lost his notes, the other his job.

(Concluded on page 106)

# Eighteen Years Isn't Long

Daniel C. Shannon\*

The dedication program of the Elm Grove Elementary School was almost over. Superintendent Long was about through with his speech. He was saying, "This new school building embodies many of the latest innovations in educational planning. We are all proud to have played a part in the planning and construction of this fine modern school building."

School board member Aycock was thinking over these closing remarks of Superintendent Long as he left the new school.

"I'll talk to Mr. Long about this at the next board meeting. If anyone can answer my question, he can. There is a man who knows what he is doing when it comes to education."

## How Long Modern?

At the next school board meeting, board member Aycock asked his question. "Mr. Long, at the dedication you mentioned that the Elm Grove School is a modern building. We all agree with you there. But I have been wondering just how long it will remain modern. Our ideas concerning education change, but buildings such as Elm Grove can't change. Can you tell me just how long we should expect a new school building to be modern?"

Superintendent Long thought the question through before answering. He knew that Mr. Aycock wasn't trying to put him on the spot, but Superintendent Long liked to make careful statements. "To tell you the truth, Mr. Aycock, I don't have any answer to your question. I can't recall anything concerning that. It would seem that a school building would be modern until it became obsolete, but that doesn't tell us anything. You could just as well ask, 'When does a school building become obsolete?' You have a good question there, Mr. Aycock."

At this point board member Turner spoke up. "Mr. Long, I heard of a study the other day that was made by a man on that very question Mr. Aycock asked. I don't recall the man's name or his results, but you could find the study, I'm sure."

"Where did you hear about the study, Mr. Turner?" asked Superintendent Long.

"Well, sir, I don't remember. You fellows in education know how to find such information. I'm sure that you can find the study reported somewhere."

This vagueness didn't make Superintendent Long feel any too well. "Is Mr. Turner trying to fool me? I will look for such a study, but how could I have missed it if it was important? And how did Mr. Turner hear about it?" These thoughts were running through Mr. Long's mind as the chairman suggested, "Mr. Long, why don't you look for the study that Mr. Turner mentioned? I'm sure that we all would be interested in knowing the answer to Mr. Aycock's question. When you find the

study, let us know. We'll be expecting the answer at the next board meeting." It seemed to the chairman that all studies in education were clearly indexed and were available to everyone at a minute's notice. But Mr. Long answered, "I'll try to find it, gentlemen."

At the next board meeting Superintendent Long had the answer to board member Aycock's question. The study had been located after much searching. The chairman turned to superintendent Long, and without being asked, the superintendent began.

"Good news, gentlemen. Mr. Turner was correct when he said that a study had been made concerning the length of time a school building should be expected to be modern. Here is a copy of it. Don't look so worried. I won't read it; I'll only report on it."

## Why the Study?

"The man who made the study lived in Louisiana and he decided the way to find the answer to the question was to see if the school buildings in his local area were modern or obsolete.<sup>1</sup> By modern, he meant those buildings that met the standards set up for school buildings by current educational practices. If they did not meet these standards, he called them obsolete. If some were obsolete, he wanted to determine how many years the buildings had been obsolete. He located four sets of school building standards. Three of these were taken from check lists. The publication dates of these three check lists were 1949, 1936, and 1923. The fourth set of standards was taken from an article published in 1910, which set forth the ideas of what constituted accepted modern practice at that time.

"He then set out to check the school buildings in his locality. He limited his study to elementary school buildings and had to exclude all combination elementary high school buildings because of the difficulty of comparing an elementary school building with a combination elementary high school building. He checked a total of 26 buildings. His check included about ninety items, ranging from the site, size of classroom, light, heating and toilet facilities.

"After all the buildings were checked, he compared the data that he had recorded with the 1949 set of standards. If more than half of the items were acceptable according to the standards, the building was considered modern. If half or less than half of the items were not accepted according to the standards, the building was considered obsolete. If the building was classified as obsolete by the 1949 set of standards, it was compared to the 1936 set of standards. He used the same method of classifying as employed for the 1949 standards. If the building was found to compare

favorably with the 1936 standards, it was classified as modern according to the 1936 standards. If it was not found to compare favorably with the 1936 standards, it was classified as obsolete according to the 1936 standards. If the building was found obsolete by the 1936 standards, it was compared with the 1923 standards. Again the same procedure was followed. The buildings classified as obsolete by the 1923 standards were compared with the 1910 standards. There were no buildings checked that were classified obsolete by the 1910 standards.

## More About the Technique

"When all this classification was done, the researcher found the number of years each building was modern or obsolete. This required a few simple subtraction problems. If the building was classified as modern by the 1949 set of standards, its actual age was its number of years modern. The method used when the building was classified as obsolete by the 1949 standards was a little more complicated. This is how it was done. Six years were added to the date of the set of standards that indicated that the building was modern, six years being half of the thirteen-year interval between each of the four sets of standards. For convenience, this figure was called Date A. The time between the date of construction and Date A was the length of time the building had been modern. The length of time from Date A to the date of the actual check was the number of years the building was obsolete. The actual check was made in 1951.

"When the researcher found the total years modern and total years obsolete for the 26 buildings, he found the average years modern and obsolete as compared to the average age of the buildings. This proved to be 17.42 years modern, 8.92 years obsolete, and the average age was 26.34 years. Comparison was difficult to make in number of years, so percentages of years modern and obsolete were found by dividing the average years modern or obsolete by the average age. The per cent modern was found to be 64.44, while the per cent obsolete was found to be 35.55.

## Obsolescence Precedes Senescence

"As you gentlemen can see, the buildings in the study became obsolete long before they became structurally unsound. None of the buildings in the study was unsound structurally. To construct a school building that becomes obsolete when it is two thirds of its computed age seems to be poor planning.

"The study goes further to show that if the per cent of modernness of 64.44 were multiplied by the average age of the buildings that were checked, which was 26.34 years, it would be found that in less than 18 years the buildings became obsolete. That, gentlemen, is quite an astounding statement. A school, such as Elm Grove which has not had methods of flexibility built into it, might well be obsolete after 18 years. That means that in 1971, we will be stuck with another obsolete school building."

No one spoke for a while after Mr. Long sat down. Then Mr. Aycock broke the silence. "Well, gentlemen, it seems as if Mr. Long has given it to us straight. The next school we plan, we had better see to it that methods of flexibility are built into it. After all, 18 years isn't a very long time."

<sup>1</sup>Shannon, D. C., "The Advisability of Building School Buildings for Permanence," unpublished master's thesis, Colorado State College of Education, Greeley, 1952.

\*Sacramento, Calif.



# TIME TO RE-SPECIFY

*H. M. Myhrman\**

Years ago, during the infancy of the motion picture in the classroom, school authorities compiled sets of specifications for projection equipment for classroom use. In spite of the tremendous advances made in the audio-visual field these specifications have tended to remain unchanged and must be complied with by manufacturers if their products are to receive consideration for purchase. This in spite of the fact that some features listed in the specifications are as obsolete as the whip socket on the early automobile. Some of these superfluous gadgets not only raise the price of the projectors but also are a source of annoyance and costly upkeep.

It is therefore suggested that school boards throughout the nation direct their purchasing departments to eliminate the following features from specifications for 16mm. classroom projectors.

1. **SILENT SPEED**—This feature, which enables a projector to run film at 16 frames per second, is a relic from the silent era and no longer serves any good purpose. Very few silent films are circulated by film libraries and the few silent films produced locally are generally photographed at 24 frames per second. Elimination of the silent speed would permit the use of synchronous motors and do away with troublesome governors.

\*Director, Audio-Visual Department, Tacoma Public Schools, Tacoma, Wash.

2. **STOP STILL FEATURE** for showing single frames—This feature has never been successful, especially in the partially lighted classroom. The illumination on the screen is reduced approximately 90 per cent and the picture becomes a ghost. Moreover, the modern classroom picture is designed to be shown as a whole and without interruption. Good educational practices have proved that best results are obtained when a motion picture is run as a whole, then followed by discussion and possibly a reshooting to clear up points missed or misunderstood. The still gadget can be eliminated without any loss to education, especially now, when such a wealth of filmstrips designed for discussion purposes are available.

3. **THE REVERSE**—This feature, like the "still," already has been eliminated from many of the lighter machines. No appreciable loss to the educative process has been felt, but a considerable amount of film damage has been prevented. In spite of all precautions taken by the manufacturers, reverse running does no film any good, particularly when the machine is in the hands of a not so skilled operator.

Sixteen millimeter projectors embodying the features mentioned above in all probability will be built for some years to come, but the audio-visual program would profit from their elimination from the portable classroom projector.

## PROGRESS OF FLORIDA TRANSPORTATION

Public school transportation in Florida has experienced a growth over the years even greater than the phenomenal increase in the state's school enrollment. Today, there are 200,000 pupils transported to school in over 2000 school buses. Each child, except in rare instances, can continue his education in the public schools while returning each day to his home environment.

This growth has been possible because the county school authorities have splendidly met the problem of providing safe buses safely operated for all school children. In addition they have assured the taxpayers of the total efficiency and economy of the entire service.

The state department of education in the newest annual report (for 1952) holds that safe school transportation requires good buses structurally sound and properly equipped, and drivers who are capable of manipulating these buses safely. The newest state requirements for bus standards include double windshield wipers, adequate tires to carry the stipulated load, booster brakes, flashing stop lights, directional signals and dual taillights. Florida buses exceed the national standards of safety.

The state also requires that every bus must be driven by a physically fit and emotionally qualified person with ability to drive a vehicle of the size and character of the largest school bus. The driver must be a person of good character who can earn the respect and confidence of the pupils.

The state department has insisted that county school authorities make continued studies of the routing and scheduling of buses, so that the best possible efficiency and adequacy are achieved.

The state department assists local school

(Concluded on page 106)



*The Edwardsville Community-Unit Board of Education, Edwardsville, Illinois.*

The Edwardsville Community-Unit School District No. 7 was formed in 1950 by merging twenty-five small districts embracing 155 square miles of territory. The board is at present engaged in a program of modernizing the present school plant at a cost of \$1,500,000. Three new elementary buildings and additions to the junior and senior high schools are under way. The new salary schedule requires that teachers have a bachelor of arts degree. Beginning salaries are \$3,000 and teachers with M.A. degrees begin at \$3,300.

Left to right: Clyde W. Fruit, secretary; Albert Cassens, president; Chester Buchta, member; Wilbur Suhre, member; E. L. Alexander, superintendent; Rudolph Hans, member; Wm. J. Bode, member; Lamont Heidinger, member.

# THE AMERICAN School Board Journal

Guest Editorial by Edward A. Fitzpatrick, Ph.D.

## NEED FOR PROMOTION AND INTERPRETATION

PUBLIC relations of school authorities and particularly the need for their assuming a promotional and interpretive role is the subject matter of the February, 1953, number of the *Phi Delta Kappan*. The opening paragraph of the editorial comment points out a very important fact in public relations.

Emerson is responsible for one of the most fallacious ideas extant. Simply to build a better mouse trap, thus expecting the world to beat a path to your door, is not enough, as our vast advertising budgets prove. No matter how good the product, some advertising, some selling, some "public relations" if you will, is needed. Educators have been slow to admit it. First, they have questioned the ethics of the procedure, particularly when expenditure of public funds was involved, and they have felt that their own good work would ultimately bring its own recognition.

### The Need for Explanation

In education, as in everything else, the story needs to be told and emphasized. It needs to be told in language that the people for whom it is intended understand. It is not an esoteric secret for school administrators and teachers. One of the strangest things about educational institutions in school systems is the basis of their reputation. How little indeed anyone really knows about the schools that they praise so highly, even if their children attend such schools. How little the public in any school area know of the actual quality of the teaching in the school and the objectives of the school system. Sentimental reports about the work of the school and multiple pictured reports without interpretation, however nice they look, do not serve the purpose of reports in creating public understanding of the school. An interesting point is made that the program will include "selling" the personality and abilities of the school man concerned." This is a very interesting and often misunderstood point.

### The Superintendent's Ego and Humility

Infrequently the whole purpose of the school system is to merely build up the popularity of the superintendent to give him a sense of ego expansion. In short, it

is primarily personal rather than professional. And it is, therefore, interesting to note that the editor of *Phi Delta Kappan* wants the program of public relations, particularly with reference to the young members of the profession, "to increase his confidence, to raise his morale, and to do it without making him vain, proprietary, or defensive-minded." In this connection an interesting quotation is made from Dean Ernest O. Melby's "Education Under Fire":

Many attitudes must change and new techniques of leadership be acquired if community-wide programs of education are to be developed. Perhaps no one should change his thinking and practice as much as the professional educator, himself. . . . Professional educators must become more humble, more willing to listen, more capable in energizing the educational activities of other groups, more skillful in group leadership and more realistic in their appraisal of the current plight of fee institutions in our world, and the urgencies they present. New programs of preparation for educational leaders are a must if a true community program of education is to become a reality.

### Teachers, Too, Must Know What the School Policy Is

Another quotation from the previous number of the *Phi Delta Kappan* makes a point that needs to be more frequently made. It is the fact that the superintendent of schools must be sure that every teacher in the system understands what he is trying to do, how he is trying to do it and the part the teacher must play in it so that he becomes a missionary of the program in the community. Perhaps a little surprising to the nonprofessional, probably even to school board members, is as an article in an earlier number had said that "both teachers and administrators are wholly unprepared for such a responsibility. They may know that it should be done but they are helpless because they do not know how. Our teacher-training institutions, our graduate schools, must include courses in the basic principles of public relations."

### The Defensive Attitude

Perhaps one of the strongest points in the editorial is the comment on the defensive attitude taken by public school

authorities against the contemporary criticism and the hurt feeling that they manifest. Says *Phi Delta Kappan*:

Among the greatest handicaps for good public relations (next to ignorance of its use) are the "proprietary attitude," and its corollary the "defensive attitude." A reasonable amount of identification with one's job is a good thing, but schoolmen over-do it. They speak possessively of "my school," "my faculty," "my team." Worst of all, this intense identification, this extreme proprietary interest, leads to the greatest error of them all, the "defensive attitude."

### Changing the Defensive Attitude

One illustration of this defensive attitude is used in the publicity of a recent convention. The publicity material said: "Teachers protest that they are not given an opportunity to teach American children and youth about the vital issues of the day." In using this release as a news item the magazine changed it as follows: "These teachers plead for more opportunity to teach American children, etc." Another illustration used is a release regarding the appointment of an eight-man committee to study the vocational education program of the Office of Education. The news release said: "Immediate purpose of the committee is to find ways to answer criticisms made in Congress against the vocational education division." This release was changed to: "Immediate purpose of the committee is to find reasons for criticisms made in Congress, etc." These two illustrations are characteristic of the usual defensive attitude of school authorities and public agencies in dealing with criticism. The constructive attitude illustrated in the changes made is built on the philosophy that ought to be more characteristic of all the relationships of school authorities and the public. If there is criticism the attitude ought to be: What is the basis of it? How did the misunderstanding, if it be misunderstanding, come about? and then to correct the condition if it needs correction, and then patiently explain to the public what the school authorities did to find out about the facts, what they did in the way of correcting them if they were true, and to welcome criticism as an opportunity for explanation as a basis for better understanding.

### The Public's Right to Know

One can summarize the attitude of the editorial comment in a sentence from the editorial. The public and the followers of the school educators "have a right to know where the leader is going, to know where he is taking them, and how he purposes to get there. In other words, 'promotion and interpretation,' true leadership, and true public relations."

Greater advantages than any other school desk offers!

## American Universal

### "Ten-Twenty" Desk



**Seat swivels 45° either way.**  
Reduces body twist for left or right hand and eye preferences; facilitates ingress and egress.

**Deep-curved back**  
for greater ease.

**Self-adjusting lower back rail** fits each occupant.

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**Exclusive, automatic fore-and-aft seat adjustment**, for focal adjustment to all tasks. Functions at will of pupil.

**Exclusive, 3-position top**, adjusts easily, quietly to 20° slope for greatest ease and visual efficiency in reading, writing, and drawing; also conventional 10° slope; and level position for manipulative tasks, group discussions.

**Sanitary, one-piece, steel book-box**, easily accessible. Rounded lines for cleanliness, generous knee room.

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Minimum marring of finish.

Unique features of the American Universal "Ten-Twenty" Desk (No. 436) relieve bodily and visual stresses and strains, and help to make teaching and learning easier. The entire desk is movable, permitting flexibility of arrangement. Leading educators acclaim the "Ten-Twenty" as "the key to the co-ordinated classroom."



**FREE BOOKLETS:** "Education Grows" and "The Co-ordinated Classroom"  
—two informative works on recent educational developments. Write Dept. 4.

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**American Universal Adjustable Table No. 132 and Envoy Chairs No. 368.** Handsome, durable, all-purpose table with sturdy, variable-height latch and clamp, providing nine heights with only two different standards. "Knee-action" in clamp compensates for uneven floors, when single bolt is tightened. Ideal for all ages in classrooms, also dormitories, libraries, dining rooms, etc.



# Simply From You To Them

**W. Harold Kingsley**

## PRINT IT RIGHT

For the past 18 months a task force organized by the National School Public Relations Association has analyzed, in co-operation with the Research Division of the National Education Association, annual reports, handbooks, leaflets, bulletins, and newsletters produced by school systems throughout the United States. Some of the high lights from the research are included in this article by Mr. Kingsley, field representative, California Teachers Association, San Francisco, who served as a consultant to the committee.

The results of the study have just been published in an illustrated 48-page handbook — *Print It Right: How to Plan, Write and Design School Public Relations Materials*. Available from NSPRA at NEA Headquarters, 1201 — 16th Street, N.W., Washington 6, D. C., at \$1.50 per copy.

The more time spent in planning and conducting campaigns for popular action on school tax and bond proposals, or for gaining and keeping friends of public education, the more impressive is the fact that the best efforts are the simplest. School folks generally ought to rid themselves of the idea that community-wide movements for school support via the ballot boxes or otherwise need to be complicated.

An election campaign is nothing more or less than quick use of the well-known channels of communication — spoken and written words — and some pictures. Human beings have only two means of receiving ideas — through the eyes and the ears. So despite high speed modern methods of reproducing words on paper or sending them through the air, procedures are the same now as they were when the Federalist papers were written. The only difference is that science has given wings to words — inked or tongued.

## Simplicity for Conviction

Now, it seems obvious to one who has spent some years in helping out on campaigns in school districts that too many school people, being unaware of the utter simplicity of their problem, so complicate their campaign thinking and planning that the end result is a confused, uninformed and therefore unconvinced electorate.



***A page of suggestions taken from actual experience in successful school programs.***

I have just finished reading copy and inspecting the layout of a new publication put out by the National School Public Relations Association and entitled *Print It Right*. For school people, most of whom, of course, are not experts in the field of booklets, folders, and brochures, this handbook certainly should become a "must."

Not a day passes in which school administrators are not engaged in some kind of a campaign calling for the spread of information via the printed word. *Print It Right* not only surveys all the kinds of printed materials which can be or should be utilized in this all-important day-by-day work, but it handles in a simple way the many techniques involved in the preparation of copy, layout, format, and artwork.

Whether help is needed in bolstering confidence in teaching methods and curriculum, broadcasting a change in the type of report cards, preparing the annual report, or seeking

support of a tax levy or bond issue, this booklet, written by experts in many fields, should help school people everywhere to simplify and strengthen their written and printed communications.

The new publication has a large type page which allows room for ample illustration. Samples of printed school materials of all types and from districts of various sizes give life, vigor, and significance to the important message which the book sends forth.

Of course, in campaigns for tax and bond elections oral messages are of incalculable importance, too. What folks are saying about the schools or a particular school problem sooner or later will have a powerful impact on decisions and policies governing those schools.

Simplification of written and printed words can do much to steer the "over-the-back-fence" conversations in a school district into favor-

(Concluded on page 68)

*Hamilton* against-the-wall  
All-Science Student Tables  
offer classroom flexibility

Hamilton 4 Student All-Science Table No. L-5729

Hamilton 4 Student All-Science Table No. L-5730

Shown here are two new Hamilton All-Science Student Tables that advance the trend to against-the-wall floor planning. These handsome, functional units leave the center of the room free for lecture, demonstration and home-room purposes. They bring new flexibility to your floor plans and new versatility to your classrooms, since they enable you to use science classrooms for teaching other subjects.

Hamilton has a lot to show you, a lot to tell you about new developments in their school equipment line. Plan a visit with your Hamilton representative soon. Let him show you how Hamilton's helpful free planning service will help you meet your particular laboratory requirements.

*Hamilton Manufacturing Company*

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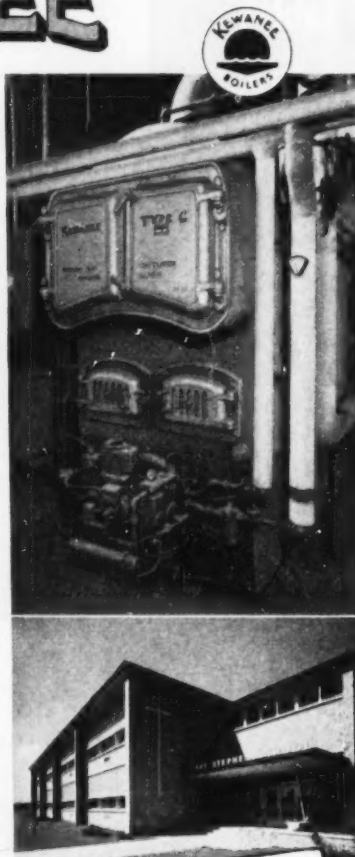
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The irreplaceable part of every product is the name and reputation of the maker! Today, the name Kewanee stands for the best in steel boilers . . . as it has for over 80 years. And that is true because Kewanee puts more into them . . . more engineering, more material, more labor and more experience. Owners expect to get and do get more from them.

Kewanee Type "C", selected for Saint Stephen School, Saginaw, Michigan, is outstanding among boilers for low-pressure heating. The Kewanee Corrugated Crown Sheet adds strength and exposes more heating surface to the hottest part of the fire, so it is a very fast steamer. Compact in design it requires less floor space, yet operates with complete efficiency even when pushed well beyond its rated capacity.

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**SAINT STEPHEN SCHOOL**  
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**FREDRICK E. WIGEN, Architect**  
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Oil-Fired KEWANEE Type "C"  
Installed by  
**HANSEN-SNYDER CO., Saginaw**

*Serving home and industry*  
AMERICAN STANDARD • AMERICAN BLOWER • CHURCH SEATS • DETROIT LUBRICATOR • KEWANEE BOILERS • ROSS HEATER • TOWANDA IRON

(Concluded from page 66)

able channels. In campaigns aiming at specific objectives it is possible and certainly desirable to organize community discussion.

## Organize Talk of the Town

If a school need, like a tax levy or a bond issue, is up for decision by the voters, he who fails to organize the talk of the town is neglecting the most potent means of communication.

Block-by-block organization of house-to-house talkers who have been informed and trained, and a thorough canvass of every registered voter is the most effective way of winning a school support election. If the need

exists—and there shouldn't be an election if it does not—conversation about the need (on the front porches of the community) by parents whose information is bolstered by conviction will win when all other techniques fail.

Here simplification is again important. Canvassers should deal only in the simple high lights of the need. And here is where the spoken and the printed word join forces. Each front-porch campaigner should leave with the resident a piece of printed material which forcefully recites what the canvasser has said orally. This is called the "one-two" approach.

To win campaigns for school support, to win or improve confidence in public education, fortify your appeal with simplicity. Don't let it or yourself get too complicated.

## A CROSS SECTION OF SCHOOL BOARDS IN INDIANA<sup>1</sup>

A doctoral dissertation by Dr. Harlan B. Brubaker evaluating the operation of Indiana school boards has provided a statement of 21 points concerning school board action in the operation of schools:

1. Seventy-nine per cent of all boards were characterized as policy-making bodies that delegated all executive powers to the superintendent.

2. Ninety-three per cent of all Indiana school boards had some rules and regulations covering the most important policies. Seven per cent had none.

3. Fourteen per cent of all boards performed some executive functions.

4. Approximately 90 per cent of all boards appointed both the teaching and the nonteaching staff upon the recommendation of the superintendent.

5. The superintendent was recognized as the professional adviser by all Indiana school boards.

6. Ninety per cent of all superintendents were responsible for business affairs.

7. Six per cent of all boards handled some business affairs.

8. Eighty-one per cent of all superintendents were responsible for the execution of public relations policy.

9. Only 57 per cent of all boards had made provision for regular news releases; 40 per cent had no regular plan.

10. School boards made little use of special techniques for determining public opinion. Seventy-three per cent of all boards relied on public contacts by individual members, and 70 per cent of all boards relied on parent-teacher organizations as a means of determining public opinion.

11. Forty-six per cent of all boards encouraged staff and lay participation in the study of school and community needs.

12. Approximately two thirds of all boards held open board meetings.

13. Eighty-two per cent of all boards occasionally or regularly sought teacher advice on teacher welfare problems.

14. Forty per cent of all boards encouraged both the professional staff and the community to study the needs of the instructional program.

15. All school boards made buildings available for community use.

16. Eighty-nine per cent of all school boards had rules and regulations concerning such community use.

17. Eighty-eight per cent of all boards had an established order of business, but only 53 per cent had this recorded.

18. Thirty-eight per cent of all boards mailed agenda and minutes to each board member preceding each board meeting.

19. Most Indiana school boards acted as a committee of the whole.

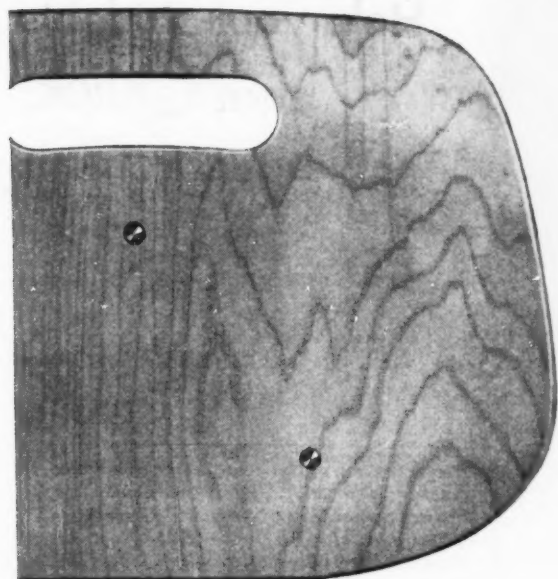
20. School boards in cities of over 30,000 population conformed to principles of school board operation to a greater degree than did school boards in cities of less than 30,000 population.

21. School boards of five members conformed to a greater extent than did boards of three members.

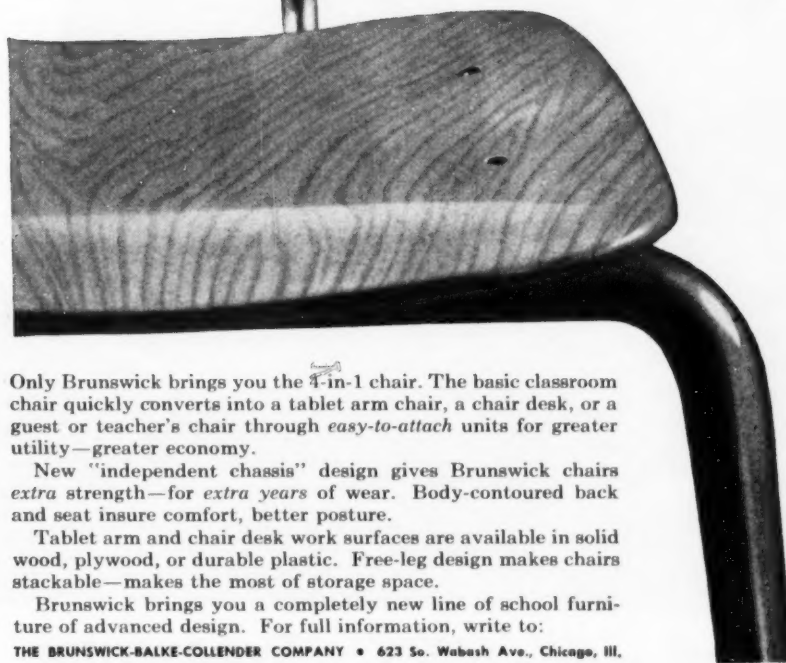
<sup>1</sup>Summary in Studies in Education, Bulletin No. 4, 1953, School of Education, Indiana University, Bloomington, Ind.



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**Chair Desk**—Trapezoidal work surface unit quickly converts basic chair to chair desk. Plus elbow support for extra writing comfort. Easy accessibility. Right- or left-hand units.



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Only Brunswick brings you the 4-in-1 chair. The basic classroom chair quickly converts into a tablet arm chair, a chair desk, or a guest or teacher's chair through *easy-to-attach* units for greater utility—greater economy.

New "independent chassis" design gives Brunswick chairs extra strength—for extra years of wear. Body-contoured back and seat insure comfort, better posture.

Tablet arm and chair desk work surfaces are available in solid wood, plywood, or durable plastic. Free-leg design makes chairs stackable—makes the most of storage space.

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Griggs Skyliner chair desks are built to give maximum comfort to all students. These chair desks are proportionally-designed so that every student can read, write, and sit comfortably. They are made in three sizes, 13", 15", and 17" seat heights, and the desk top is easily adjustable to assure each student the right height. These chair desks also provide ample storage space in the convenient book box under the seat.

The Skyliner tablet arm chair provides comfort, beautiful appearance, and durability for classrooms and study halls. All Skyliner seating is available in a choice of five attractive colors.



Skyliner No. 520 Tablet Arm Chair

Griggs Skyliner chairs are exceptionally strong, rigid, and light in weight. They are available in four seat heights with the seats and backs scientifically curved for maximum comfort and to encourage correct posture.



Skyliner No. 540 Chair

**GRIGGS**  
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*Request Griggs Seating catalog for full information on classroom seating!*

## SCHOOL ADMINISTRATION NEWS

### TV PROGRAM

The Rock Island, Ill., city schools are engaged in an extensive program series over WHBF-TV of the local community. The program which is being sponsored by the parent-teacher association, offers classroom demonstrations and panel discussions in a variety of teaching methods, including reading, writing, arithmetic, citizenship, vocational education, and general education. The program has been eminently successful and has made the school activities better understood.

### DISTRICT NEEDS STUDIED

The school systems of Keyer township, Butler township, and the city of Garrett, Ind., were consolidated in August, 1952. The corporation has eleven obsolete buildings, of which seven are in current use. A careful survey is being made to determine the building needs of the new district. This study is to include enrollment, pupil transportation, school finance, present school plant and facilities. The survey staff is expected to make recommendations for insuring a modern and up-to-date school system housed in modern buildings.

The new district has a total population of 6650, and an assessed valuation of \$8,000,000.

### ERIE'S LONG-RANGE PLANNING

Sound professional policy in the administration of the public school program requires thinking in terms of the present, the immediate future, and the more remote future in the formulation of educational plans.

Looking toward the future in planning an educational program, the school authorities of Erie, Pa., have set up an extensive school program of more than 50 different items recommended as needs to be handled in the years ahead. The program, as outlined, takes up (1) administration, (2) instruction, (3) auxiliary agencies and co-ordinate activities, and (4) capital outlay.

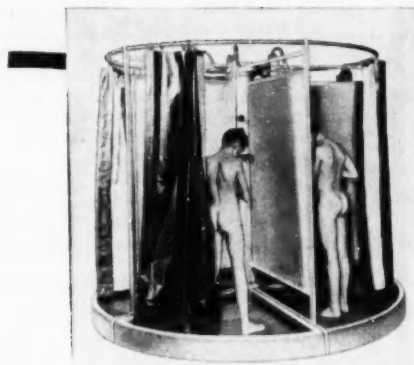
### INTERMEDIATE PROGRESS REPORT

The Cambridge City-Jackson township schools, Cambridge City, Ind., have been utilizing a new progress report sent to parents of intermediate pupils. The report shows the progress which the child is making socially and educationally. In addition to the regular school subjects, the report lists the work and study habits, the social development, the health habits. Space is given for the teacher's comments, the parent's comments, and the signature of the parent.

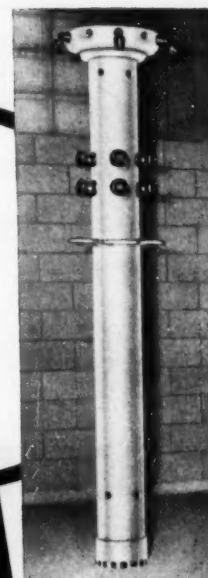
A similar report is being used in the primary grades with equal success.

### REDISTRICTING IN NEBRASKA

About 500 small school districts have been eliminated since 1949 when Nebraska's permissive redistricting law went into effect. One county, Hooker, has adopted a county-wide organization; 33 counties have decreased five to ten districts; 34 counties have merged 11 or more districts; and 21 counties have taken no action. There are 6300 districts in the state. The evil of contracting for instruction is still practiced by



3- and 5-Stall Shower Units are delivered partially assembled.



This is same shower without stall partitions.

**SCHOOLS AND COLLEGES INCREASE USE OF BRADLEY MULTI-STALL SHOWERS**

Bradley Showers well meet all the requirements for quick, healthful, convenient showering. They are made in 3-stall and 5-stall units which are shipped partially assembled for fast installation, and they reduce piping and piping connections one-third to one-fifth because one hot water, one cold water and one drain serve 3 to 5 stalls.

Arrangement suggestions are included in new 12-Page Booklet, "Washroom Layouts." Copy free on request. BRADLEY WASHFOUNTAIN CO., 2223 W. Michigan Street, Milwaukee 7, Wisconsin.

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Notre Dame, So. Bend, Ind. • Oswego, N.Y., State Normal • Seville, O., School • Racine, Wis., Vocational School • Lawrence, Mass., Central Catholic H.S. • Gallup, N.M., St. Michael's Indian School • Scotts-bluff, Nebr., City Schools • Parlier, Calif., Union H.S. • Glace Bay, N.S., H.S. • Ely, Nev., Grade School • Hershey, Pa., Industrial School • Richmond, Va., Vocational School • Nashville, Tenn., West End Senior H.S. • Oak Ridge, Tenn., H.S. • Worcester, Mass., Polytechnic Inst. • Rochester, N.Y., School for Deaf • Cripple Creek, Colo., District No. 1 • Pratt, W.Va., Junior H.S. • Wisconsin State Mining School • So. Illinois Normal Univ., Carbondale • Hamburg, N.J., Public School • Hagerstown, Md., Township School • Simmons College, Boston • Trona, Calif., School • Rogue River H.S., Grants Pass, Ore. • Girard, O., H.S. • Univ. of Kentucky, Lexington • Harris Teachers College, St. Louis.

**BRADLEY**  
*multi-stall showers*

Distributed through Plumbing Wholesalers



1740 districts which operate no school. It is hoped that the rate of consolidation will continue to increase as it has in the past year.

### BETTENDORF SCHOOLS GROW

The school district of Bettendorf, Iowa, has experienced a remarkable growth in educational organization, school enrollment, and expenditures. Previous to 1948, the pupil increases during a twenty-year period required the erection of only four new schoolrooms. In 1948, a movement was begun for a high school in an area not previously served, and since then four bond issues have been passed by majorities of 85 to 95 per cent.

In 1950, a high school bond issue was passed and plans were begun for a complete new building.

The construction work was finished and the building was opened in September, 1951, with a student body of 450 and a faculty of 23 teachers. At the present time there are 560 students and 25 teachers. The school services have been broadened into 44 different subject areas; a complete athletic and school health program has been organized, and three bus routes have been laid out. Supt. Walter B. Erickson reports that this progress has been possible only because the entire community has caught the spirit of service of the board of education and of the school staff.

### HOT LUNCH PROGRAM

In East Moline, Ill., the public schools have put into operation a hot lunch program in each ele-

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placement costs  
emphasize the  
need for**

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mentary school building. The plan was made possible through the installation of a complete new kitchen in connection with a gymnasium in the Central Administration Building. The food is prepared in this central building and transported to all the other schools. A second kitchen has been opened and hot lunches are being made available to more than 700 children.

The board is looking forward to a great year in the lunch program next year. It is believed that with one year of experience the program can be greatly improved in scope and effect.

### **BEGIN BUILDING PROGRAM**

The Rock Island, Ill., board of education has begun plans for a school building program, to include a \$1,000,000 addition to a junior high school, a \$200,000 addition to an elementary school, and another \$200,000 addition to a second elementary school. The board has completed a careful survey of the school population to determine the probable growth of the schools and to take measures for meeting the increased enrollment during the next several years.

### **WILMETTE BUILDING NEEDS**

The administrative staff of the public schools of Wilmette, Ill., on January 15, 1953, presented a report of the school building needs to the board of education. The board has just completed a million-and-a-half dollar building program and is faced with demands for additional facilities to meet anticipated increases in enrollment. The estimates of enrollment increases are based on two premises: (1) birth rates will continue to be relatively high; (2) new housing developments will continue and will center largely in the Highcrest area. New housing in this area has risen steadily and several sizable developments are under way in both Wilmette and Glenview.

During the next ten years the elementary school needs call for: Central School, 6 rooms; Harper, 2 rooms; Highcrest, 14 rooms and a gymnasium and auditorium.

The administrative staff has presented a list of



*The most effective public agency  
co-operating with the public  
schools is the public library.*

five building projects, involving an expenditure of \$725,000. The estimated total for all projects will reach \$1,575,000.

### **CLEVELAND'S EDUCATIONAL TV**

Climaxing months of controversy, the Cleveland board of education has voted to appropriate \$500,000 for an educational television station in that city.

The action was taken over the strong protests of one of the board members, Mrs. Norma F. Wulff, who had objected that TV was not the business of the board. She remarked: "I think we're insane to go into it." By their vote, board members started engineering plans for the station. The \$500,000 appropriation was contained in a 1953 record school budget of \$34,599,953.

In addition to the TV station in the budget, which was \$3,673,379 higher than 1952 expenditures, mainly because of increased salaries for employees, among them the teachers, these were other important items:

1. Working, to retire an "almost negligible" debt, fiscal heads will transfer \$1,000,000 from the general fund to the bond-retirement fund. Already on hand in the latter fund is \$542,026. The board's bonded indebtedness is \$1,403,000. The maturity date is 1962. To make this transfer effective, the board will have to get the approval of Common Pleas Court in Cleveland. Michael L. Wach, clerk-treasurer, has said this action will make the Cleveland system debt free for the first time in its more than one hundred year history.

2. Desiring to continue its modernization program, the board has restored to the modernization fund \$611,950.

The TV issue came to a head when Supt. Mark C. Schinnerer of Cleveland nudged the board about making up its mind to accept or reject a \$100,000 offer from the Ford Foundation toward such a station. "I can't conceive any member of this Cleveland board asking the voters to spend a half million dollars and more on a station that is not self-sustaining," was Mrs. Wulff's comment. "According to figures from people who know, it would cost \$750,000 to set up a station and a minimum of \$250,000 to operate it.

"I dislike to part company with the superintendent, but TV is not our field."

The superintendent had made it clear the board could still change its mind if, after he placed before them the specifications with proposed costs, it thought the expenditure inappropriate. "We could set up a station," Supt. Schinnerer explained, "get a set in each of our schools and be on the air by the end of 1954. It would take a maximum of \$400,000 for installation.

### **APPLAUDS SCHOOLS**

The U. S. Chamber of Commerce, in a resolution adopted March 17, 1953, declared its faith in the public schools. The resolution of the board of directors reads:

"We affirm our faith in the American school system and our belief in the integrity, the conscientious purpose, and the patriotism of an overwhelming majority of those who administer its affairs, supervise its functions, and staff its classrooms.

"The American school system has been a powerful safeguard for our free institutions and a bulwark against communism.

"We applaud the efforts of those school boards, administrators and teachers who have eliminated from their ranks those whose ideologies are inimical to our national safety. We urge their unceasing vigilance in maintaining our cherished educational system as a citadel of freedom."



# Better SCHOOL SEATING FOR *Less!*

## NORCOR

500 Series

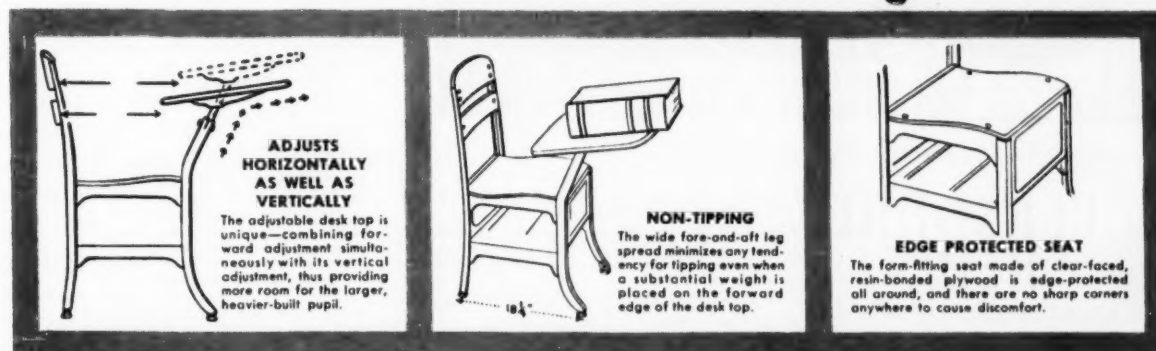
### CHAIR DESK

NORCOR School Furniture is built to fit growing children, and the NORCOR 500 Series Chair Desk is no exception. It is designed to encourage correct school posture — to keep pupils comfortably alert and attentive.

But correct design is not all the NORCOR 500 Series has to offer. It is strongly built for hard service, and features like

the adjustable desk top, non-tipping design and edge protected plywood seat, add long life and classroom utility.

Wherever the budget dictates the selection of the Chair-desk type of school furniture — you'll find the NORCOR 500 Series offers you better design, better appearance and better dollar value!



## The **NORCOR** Desk Styled

500 Series

### TABLET ARM CHAIR

For the higher grades, this desk-styled Tablet Arm Chair offers all the advantages of comfort and sturdy construction of the NORCOR Chair Desk with a uniquely shaped over-size tablet arm that offers unusually large working surface and wide arm support for writing.



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## PERSONAL NEWS

► **HERBERT MATHAY** has been elected president of the school board at Greenville, Pa.

► **GENE REICHMAN** has been elected president of the board at Roswell, N. Mex.

► **CHARLES C. MURPHY** has been elected president of the board at Clovis, N. Mex.

► At Anthony, Tex., a new 7-member school board has been elected. The members include W. H. SCOTT, RAYMOND YOUNG, JACK WALTRIP, MRS. LUCY ARNDT, REV. J. PAUL JOYNER, LOUIE VELASQUEZ, and GEORGE PRITCHETT.

► **CHARLES L. WILLIAMS** has been elected president of the board at Gallup, N. Mex.

► **GEORGE ABBOTT** has been re-elected president of the board at Alamogordo, N. Mex.

► **ROY BROUSSARD** has been elected parish supervisor of school buildings and maintenance at Lafayette, La.

► **STANLEY HALL** has been elected clerk of the board at Anadarko, Okla.

► **T. C. TARR** has been re-elected president of the board at Bennington, Okla.

► **DANIEL SPAVER** has been appointed a member of the school board of Depue, Ill., to succeed Nick Miscevic.

► The school board of Cedar Rapids, Iowa, has elected new members for the next years. B. A. JENSEN has been elected to succeed Mrs. R. B. Van Cleave. DR. CARL KESLER and D. W. LEHTI were re-elected to membership.

► **IRA G. FLOCKEN**, of Pittsburgh, Pa., has retired after serving as chief accountant of the school board for 33 years. REGIS C. SLOAN succeeds Mr. Flocken as chief accountant.

► **HAROLD F. PRIESTER**, of Great Neck, N. Y., has been elected business manager for the central high school district of Valley Stream, N. Y. He entered upon his duties April 1.

► **LARRY LYLES** has been re-elected as school business manager at San Benito, Tex.

► **JOHN H. AHL** has been elected assistant superintendent in charge of business and properties at Rock Island, Ill. Mr. Ahl, who succeeds William W. Bailey, assumes his new duties July 1, 1953.

► **D. B. STONE** has been elected president of the board at Portales, N. Mex.

► **J. G. STRATTON** has been elected first vice-president of the National School Boards Association.

► **CHARLES LAIRD** has been elected president of the board at Martinez, Calif.

► **WILLIAM SCHUMACHER**, who has completed his term of service on the board of education at St. Louis, Mo., was presented with a plaque in recognition of his 12 years' service on the board. Mr. Schumacher, who is 75 years old, was president of the board in 1949-50.

► The board of education of Crawfordsville, Ind., has reorganized with Mrs. HELEN G. HARVEY as president; DR. WARREN W. SHEARER as secretary; and WILLIAM W. KUMMINGS as treasurer. Other members are SELWYN F. HUSTED and WALTER L. FORD.

► The board of education of Arkansas City, Kans., has reorganized with P. W. ALLEN as president. DR. W. G. WESTON, ROBERT L. WOODS, GUY HUTCHINSON, W. E. BURTON, and MORRIS WILKINS are members.

► **JAMES M. WALSH**, Springfield, Ill., has been appointed state superintendent of school buildings, to succeed Peter F. Rossiter.

► **JOHN ELLIOTT** has been elected president of the board at Tucumcari, N. Mex. K. I. LANGLEY has been named vice-president.

► **CLARK E. STORM** is the new president of the board at Artesia, N. Mex. Mrs. C. P. BUNCH has been named vice-president.

► **S. Y. JACKSON** has been re-elected president of the board at Albuquerque, N. Mex. D. A. MACPHERSON, JR., has been named clerk.

► **LEE BROTHERS** has been named president of the board at Farmington, N. Mex.

► **AZIEK MICHAEL** is the new president of the board at Grants, N. Mex.

► At the March election in Newton, Iowa, ANTHONY T. CAMPBELL and JOHN MCCONEGHEY were elected as

members to succeed DR. A. R. STERLING and C. GRIEBELING.

► **DAVE HELLMAN** has been elected president of the board at Chandler, Okla.

## PERSONAL NEWS OF SUPERINTENDENTS

► **HAROLD S. CHAMBERS**, of Godwin Heights, Mich., has accepted the superintendency at Hudsonville to succeed C. D. Veldhuis.

► **C. B. PARK**, of Bay City, Mich., has accepted a position as director of special studies in the division of field services in the Central Michigan College of Education, Mt. Pleasant. Mr. Park will direct the research program which the Central College started a year ago, under a five-year Ford Foundation grant.

► **SUPT. GEORGE B. JOHNSON**, of Lewis, Kans., has been re-elected for another term.

► **WARREN PAGE** has accepted the position of superintendent of the Cambridge community unit schools in Cambridge, Ill.

► **CHARLES EMERSON LORD**, retired superintendent of the Camden, Me., schools, died February 25, at the age of 65.

► **SUPT. PAUL B. ALLEN**, of Pauls Valley, Okla., has been re-elected for his eleventh year.

► **ALEX NELSON**, of Hersey township agricultural school, has been elected superintendent of schools at Hesperia, Mich.

► **C. A. LANDRUM**, of Eagle Pass, Tex., has been elected acting superintendent for the Eagle Pass schools.

► **SUPT. OSCAR BOUNDS**, of Edna, Tex., has been re-elected for a three-year term.

► **SUPT. JAMES R. COX**, of Panhandle, Tex., has been re-elected for another year.

► **LEE G. OSBORN** has been elected superintendent of schools at East St. Louis, Ill., to succeed M. E. Bruce.

► **WILFRID RICE**, of Chapin, Ill., has accepted the position of superintendent of the Morgan county schools.

► **SUPT. D. E. WHORTON**, of Yale, Okla., has been re-elected for another year.

► **SUPT. PRATHER BROWN**, of Frederick, Okla., has been re-elected for his tenth year.

► **IRWIN A. TROM**, of Richland, Ore., has been elected superintendent of schools at Union.

► **W. H. CRAWFORD** has been elected acting superintendent of schools at Dodge City, Kans., to succeed A. G. Schroedermeier.

► **J. ALBERT YORK** has been elected superintendent of schools at Lyndon, Kans.

► **REYNOLD E. MICH**, of Ithaca, Mich., has been elected superintendent of schools at Tawas.

► **SUPT. T. M. CORNELIUS**, of Duncan, Okla., has been re-elected for the next year.

► **SUPT. CECIL SMITH**, of Wann, Okla., has been re-elected for his fourth year.

► **SUPT. C. A. OVERSTREET**, of Hammon, Okla., has been re-elected for the next year.

► **CHARLES C. NEWMAN** has been elected superintendent of the Paxton unit schools at Paxton, Ill.

► **SUPT. CARL BURT**, of Warsaw, Ind., has been elected secretary of the Northern Indiana Superintendents' Association.

► **SUPT. I. C. JOHNSON**, of Depue, Ill., has been re-elected for the next year.

► **SUPT. T. C. FILPPULA**, of Romeo, Mich., has been re-elected for another term.

► **GERALD E. BARKLEY** has been elected superintendent at Riverton, Kans.

► **E. C. BUTTERFIELD** has been elected superintendent at Herington, Kans.

► **R. D. CRAIG**, of Creston, Neb., has accepted the superintendency at Barneston.

► **ROBERT R. SCHULTZ** has been elected superintendent at Creston, Neb., to succeed R. D. Craig.

► **SUPT. DON CRAIG**, of Syracuse, Neb., has been re-elected for a three-year term.

► **SUPT. JERRY J. VINEYARD**, of Arkansas City, Kans., has been re-elected for the next year.

► **FLOYD MANN**, of McCool, Neb., is the new superintendent at Utica, succeeding M. R. Penney.

► **SUPT. C. J. PAGE**, of Waynoka, Okla., has been re-elected for another year.

► **SUPT. F. V. LAUNEY**, of Ville Platte, La., has been re-elected for a four-year term.

► **SUPT. W. M. HULL**, of Mountain View, Okla., has been re-elected for the next year.

► **P. A. SETNESS** has been elected superintendent at Sisseton, S. Dak., to succeed O. K. Thallehaug.

► **DR. LEO M. THURSTON**, State Superintendent of Public Instruction of Michigan, has been elected chairman of the Educational Policies Commission, Washington, D. C. Dr. Thurston, now serving his fourth year as a member of the Commission, succeeds Dr. Henry H. Hill.

► **SUPT. PAUL KENNEDY**, of McLean, Tex., has been re-elected for another year.

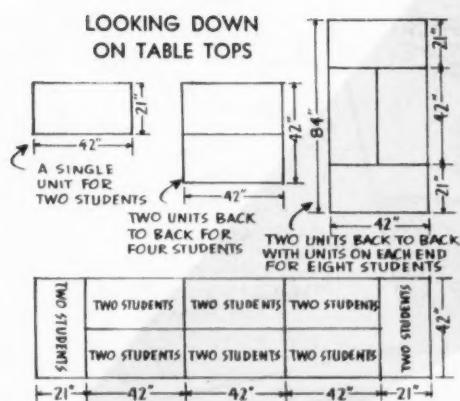
► **SUPT. C. W. RICE**, of Blue Rapids, Kans., has been re-elected for a second term.

## MAXIMUM EFFICIENCY WITH AMERICAN DESK'S

# Airplane Table



Here is a desk unit that is gaining in classroom popularity through its great *Flexibility*. School after school has proclaimed how well this unit fits into all sizes, shapes and physical *Designs* of their various classrooms. It, of course, has been constructed with the famous American Desk combination of *Strength plus Beauty* . . . spot-welded steel plus highly finished tops. Note, too, that it is available with either angular or tubular steel legs.



★ **FLAT-TOP**

★ **FUNCTIONAL**

★ **FLEXIBLE**

Function and Flexibility is illustrated here, showing the many arrangements the *Airplane Table* may achieve. For the greatest efficiency in your classrooms, specify the *Airplane Table* to your American Desk Dealer.



MANUFACTURERS OF PUBLIC SEATING • • • Temple, Texas



# REMEMBER?

ORDER YOUR MAINTENANCE AND FLOOR TREATMENT  
SUPPLIES NOW FOR SUMMER CLEAN-UP



*Check Your Supplies Now*

FLOOR AND GYM FINISHES  
FLOOR DRESSINGS  
WAXES • FLOOR SEALS  
SANITARY SUPPLIES  
DISINFECTANTS • SUPPLIES AND  
MAINTENANCE EQUIPMENT

## HILLYARD

Maintaineers (floor treatment experts) take the worry out of summer school clean-up problems for you. After you lay out your work program and are away for the vacation period the Hillyard Maintaineer will follow through with your janitorial staff. His services are free. He will recommend the best and most economical methods and materials. He's a trained floor expert and can guarantee that the work you lay out will be thoroughly accomplished. Be sure to order supplies early to avoid late arrivals or shortages that mean costly delays. For faster service, wire or call us direct.

Send Now For FREE  
Inventory and Check List

Handy Complete  
Inventory  
Form Makes  
the Job Easy

Includes check  
list of work—  
Makes Planning  
EASY

... The Hillyard  
Maintaineer is on  
Your Staff—Not  
Your Payroll

### HILLYARD CHEMICAL COMPANY ST. JOSEPH, MISSOURI

Dear Sirs,

- ☐ Please send today a FREE copy of your Complete Inventory and Check List.
- ☐ Please have the Hillyard Maintaineer in my territory call NOW.

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SCHOOL \_\_\_\_\_  
POSITION \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
STATE \_\_\_\_\_



St. Joseph,  
Missouri

Branches and Warehouse Stocks in Principal Cities



► Compton, Calif. The Compton union high school district has occupied two junior high school plants and one senior high school, in addition to three junior high schools and one senior high school already established. The schools are now operated under the six-three-three-two plan. The junior high school athletic program has been revised to place emphasis on intramural sports.

► Coalinga, Calif. The board of education has begun the construction of a gymnasium building, to cost \$350,000. Plans are also in progress for a new homemaking wing, to cost \$75,000; farm shops and classrooms, to cost \$150,000; and a music building, to cost \$150,000.

► Auburn, Calif. The school trustees of Placer Union High School Dist. will shortly complete the erection of a combination music-classroom building for both high school and junior college purposes. C. A. Caulkins, the architect, of Santa Rosa, has introduced a number of new features, including louvered light, containment of sound, acoustical properties in small areas, and special lighting effects.

► A new North Dakota law has set up a \$5,000,000 revolving fund from which long-term loans will be made to help hard-pressed school districts in financing new building construction.

► In Utah a bill has been enacted to appropriate \$2,157,000 for a continuation of state aid for school building in needy districts.

► The state of Washington has appropriated another \$5,000,000 for state aid for school construction.

► A bill enacted in New York state provides \$1,000,000 in emergency construction aid for school districts in areas where there has been great population growths.

► Algiers, La. The school board has obtained a site for a 10-room elementary school, to cost \$300,000.

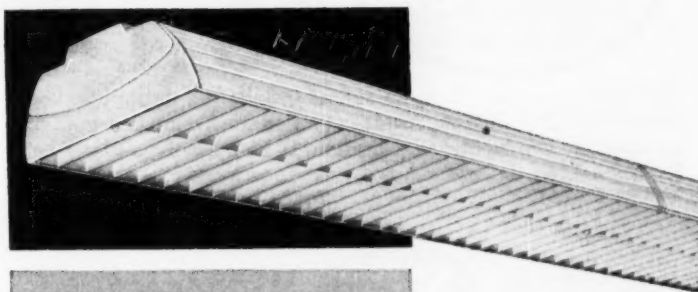
► The county school committees of Iredell County, N. C., have presented requests for new buildings and improvements, to cost an estimated \$2,079,450. White schools have asked for improvements costing \$1,758,000, and Negro schools for \$321,450.

► Kansas City, Mo. Plans have been approved for a new Linwood elementary school and additions to two other schools. The Linwood School will cost an estimated \$858,343.

► Wabash, Ind. Construction work is nearing completion on a 12-room elementary school, to cost \$481,000. Plans are also in progress for an addition to the junior high school, to cost \$100,000. Work is nearing completion on a non-commercial educational radio station for the city schools. The station to be known as WSKS will cost \$3,500. Modernization of the home-economics laboratory in the high school has been completed, at a cost of \$3,200. The equipment includes metal cabinets, stainless steel sinks, new electric and gas ranges, an electric refrigerator, and stainless steel tables and chairs.

► Suffield, Conn. The board of education has begun the erection of a 12-room elementary school to accommodate grades four to six. The building to be completed in October, 1953, will cost \$490,000 complete. In addition, the board plans to remodel four old elementary schools, at a cost of \$75,000.

## TWO reasons why miller LEXINGTON is best for school lighting

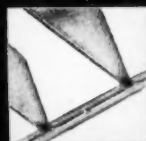


### Engineered for EASY LAMPING and SERVICING



**first:** The new Miller LEXINGTON provides CORRECT school lighting of high efficiency and extremely low brightness, no glare—lighting that enables pupils to see clearly, and easily, induces concentration on studies, and promotes physical well-being.

**second:** The LEXINGTON is engineered for easier, quicker installation and low maintenance—gives you the benefit of L. O. C. (low overall cost), which means more economical lighting over the years.



Extremely strong, rigid one-piece steel louver assembly



Simplified installation—clamp hanger grips channel.

Write for Lexington and L. O. C. folder

Miller Lighting Service is all-inclusive, developed over 109 years' pioneering in GOOD LIGHTING. A complete line of Fluorescent, Mercury and Incandescent luminaires covers a wide range of industrial and commercial requirements.

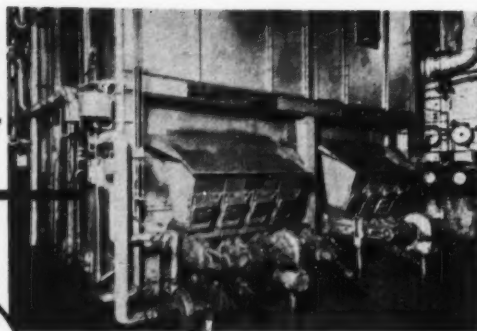
Miller field engineers and distributors are located in principal cities for nation-wide service.

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*"Working  
their way"*

...IN COLLEGE!

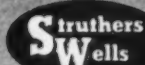


## 3-Drum WATER TUBE BOILERS

Like many another Titusville school installation throughout America, these two A-3-15 3-Drum Water Tube Boilers are the heart of reliability for Catholic University, Washington, D. C. • Steel cased. Stoker fired. Battery setting. • *Let us have your inquiries!*

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**TITUSVILLE, PENNA.**

*Representatives in Principal Cities*

#### DAVENPORT MODERNIZES

The board of education of Davenport, Iowa, is faced at present with the need for a thorough modernization of its entire school plant to bring it up to present-day needs. There is a need for an additional building, the remodeling and modernizing of three old buildings, and several new additions to house the enlarged physical education and music programs.

The board has created an advisory committee of 40 persons, which is working on a complete survey of the school plant to determine its needs and how these needs are to be met.

#### TEN-YEAR PROGRAM APPROVED

The board of education at Greenwich, Conn., has accepted a ten-year program for the reorganization of the schools, including both the curriculum and the school plant. Supt. S. Willard Price and his associates have worked out a program which includes the adoption of the six-three-three organization and the modernization of existing school buildings. The plan also includes the erection of new school buildings based on continuous estimates of the growing school population.

#### COFFEYVILLE MODERNIZES

The board of education of Coffeyville, Kans., has engaged in an extensive school modernization program to bring the entire school plant up to date. With one-half million dollars in contracts for new construction and remodeling, more than half of which is completed, the program is well on its way toward realization, despite delays due to material shortages and work stoppages.

Contracts have been let and construction started on the Longfellow School, to cost \$97,210; the Douglass School, to cost \$52,165; the Garfield School, to cost \$134,873; the Cleveland School,

to cost \$71,680; the Lowell School, to cost \$93,279; a new stadium was completed, last fall, at a cost of \$36,400.

#### 4 MILLION DOLLAR PROGRAM

The board of education of Santa Ana, Calif., has called a school bond election for June 2, totaling \$3,985,000, to build necessary school facilities for the elementary and high school districts. The proposed school election follows a factual study of the housing needs in the city schools as a result of the growth-wave of school age population due to the influx of new families. The survey revealed a definite need for 54 elementary classrooms and other necessary school facilities by September, 1958.

In the northwest area the program calls for 13 classrooms, an all-purpose classroom, and service facilities; in the west and central areas, kitchen and food service facilities, as well as several additions are proposed; in the southwest section 7 additional classrooms are required, as well as a new school and site for 20 classrooms to relieve crowded conditions in the Washington School; in the southeast section another school site is needed; and in the east and northeast sections a new school site and building are required.

#### COMPLETE PLANT SURVEY

The board of education of Missouri Valley, Iowa, has just completed a year's study of the school plant and future enrollments affecting the present school situation. Supt. Kenneth W. Miller reports that the survey, under the direction of Dr. Dan Cooper, of the University of Iowa, included a study of the physical condition of the buildings and an examination of the building sites, all in the light of present-day standards. The survey showed the buildings to be in poor physical condition and the playgrounds inadequate in size.

The findings indicated that the enrollment in the elementary schools will grow at the rate of one room per year for the next six years. The board has purchased a site for a new building and is making plans for a second building in another section of the city.

#### SCHOOL BUILDING CLINIC

A school building clinic was held at the University of Omaha, April 29 and 30, 1953. The clinic, sponsored by the Nebraska State Department of Public Instruction, the State School Boards Association, the Omaha public schools, and the State University, gave school board members, architects, and others essential facts relating to design and construction, functional planning, and educational specifications.

The clinic was directed by William W. Caudill, of the Texas Engineering Experiment Station, and Ray L. Hamon, chief of the School Housing Section of the U. S. Bureau of Education, Washington. Dr. Harry A. Burke, superintendent of schools of Omaha, presided at the sessions.

#### APPROVE BUILDING PROGRAM

The voters of Boone, Iowa, at a school meeting, approved a proposal for additional school facilities by voting \$875,000 in bonds to finance a new Franklin School, and to build an addition to the high school to house a lunchroom and kitchen, a mechanical drawing room, a vocational agriculture classroom and shop, machine and carpentry shops, and music rooms. One of the obsolete schools is to be razed and the ground converted into an athletic practice field or a school playground.

#### DEDICATE FOREST PARK SCHOOL

The new Forest Park School, Muncie, Ind., dedicated in November, 1952, is an addition containing seven classrooms, an office, and auxiliary rooms, and provides additional space needed for expansion of the school enrollment in that part of the city. A seven-acre plot of ground has been provided for additional playground area.

#### DEDICATE AUDITORIUM

The board of education of Aliquippa, Pa., on February 27, dedicated its new high school and community auditorium. The building which contains a main auditorium, a balcony, a projection booth, a band rehearsal room, dressing and storage rooms, ticket booths, and rest rooms, was completed at a cost of \$521,978. The cubic foot cost was 70 cents, based on a total cubage of 600,000 cubic feet.

#### MARSHALLTOWN BUILDING

The board of education of Marshalltown, Iowa, is engaged in a 2½-million dollar building program for elementary schools. Within the past three years additions to and modernization of five schools have been completed. Plans are being prepared for a new primary school for the first three grades, to cost an estimated \$100,000.

#### DEDICATE PARMENTER SCHOOL

The Gerald Murdock Parmenter Elementary School at Franklin, Mass., was dedicated September 7, 1952. The building is erected on a 20-acre site, has ten classrooms, a cafeteria, and a multi-purpose room, and cost \$394,000.





## Rider College Chooses DELTA Power TOOLS for its Management Laboratory

*Unerring accuracy, proven dependability,  
low operating and maintenance costs  
called major factors in success of project.*

Established 87 years ago for teaching the fundamentals of modern business practices, Rider College of Trenton, New Jersey, maintains a Management Laboratory directed by Prof. Rocco J. Battista and equipped with a Delta lathe, 14" drill press, 14" band saw and 6" jointer.

Going far beyond the usual definition of the term "Vocational," Rider not only stresses technical skills and methods, but also seeks to inculcate sound concepts of production control and shop management; and looks upon its Delta equipment as a major factor in the widely acknowledged success of its program.

Delta tools were selected, says Prof. Battista, for their dependable accuracy, durability and low cost of operation and maintenance. Furthermore, Rider College expects to purchase additional Delta equipment to implement a course on the elements of time and motion studies in plant maintenance work.

*It's an axiom of veteran vocational educators that for day-in, day-out reliability you can't beat Delta Power Tools. Ask your Delta dealer (he's listed in your Classified Telephone Directory under "Tools") about them—or write direct for latest catalogs to Delta Power Tool Division, Rockwell Manufacturing Company, 400 N. Lexington Avenue, Pittsburgh 8, Pa.*

**DELTA**  
MILWAUKEE

*DELTA QUALITY MAKES THE DIFFERENCE!*

**DELTA** QUALITY POWER TOOLS

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## AMERICAN *Approved* PLAYGROUND EQUIPMENT

**Unsurpassed in Design,  
Safety and Performance**

● It's the *plus* factor that makes American the most respected name in Playground Equipment... *Plus* in design—American leads the field. ... *Plus* in performance—*Approved* Equipment stronger, more ruggedly built to assure a lifetime of perfect repair-free service... *Plus* in safety—for American craftsmen are aware of their responsibility for the safety of your children. Thus, with American you receive far superior design and performance and unmatched safety.

**WRITE FOR LITERATURE**



### A School Site Report!

A British newspaper prints this story:

A visitor called at an ultra-progressive school one day just as the children were being released for their period in the play yard. They came bolting downstairs, knocking the visitor aside, and rushed outdoors—all except one little boy, at the tail of the stampede, who stopped and said, "I beg your pardon."

"Oh, you mustn't mind Waldo," the teacher apologized. "He's been here only a few days."

### The Last Resort

Dr. N. L. Engelhardt, when professor of school administration at Columbia University, was a sharp but kindly examiner of candidates for the doctorate. "How would you go about the job of replacing an inadequate school plant?"

"But," pressed Dr. Engelhardt, "suppose the board turned down your suggestions in spite of your findings?"

"I think, doctor," said the perspiring candidate, "I would ask the board to engage you as consultant to make a survey."

The professor laughed heartily and went on to another point.

### Book Burnings

Inscription found in a mathematics textbook: "In case the high school building is set on fire, don't save this book. Throw it in."

### MUSEUM NIGHTMARE

An 11-year-old New York boy, who went with his class to the Museum of Natural History, became separated from his mates. After wandering around unhappily looking for the group, he walked out and took the subway for home. Next day when ordered to write "an excuse" for his action he submitted the following verses (spelling mistakes and all):

#### MUSEUM NIGHTMARE

'Twas the day before yesterday  
And all through the museum  
Not a reptile was stirring (except me).

Miss Owens had gone. . . .  
Just vanished away,  
I was left there then  
That horrible day.

I looked all around  
And what did I see?  
Ape and gorilla skulls  
Surrounding me.

I was thinking about me  
All by myself,  
When I looked up and saw  
Mammal teeth on a shelf.

There were turtles and snakes  
When I took a second glance,  
And even a cave man  
Holding a lance.

There were all sorts of noises  
Floating about.  
Screams, howls,  
And even a shout.

I looked for Miss Owens  
But without avail.  
O, to be a bloodhound  
Finding her trail.

It suddenly hit me  
To call the school . . .  
I knew they would  
Consider me a fool.

I got on the subway  
That went downtown.  
Poor little me—lost  
And then found.

— Ned Nossaman

ADMINISTRATORS,  
TEACHERS, CUSTODIANS



WRITE FOR  
YOUR FREE  
COPY OF

*"Care and Cleaning  
of Chalkboards"*

A MANUAL PREPARED BY  
THE MANUFACTURERS

WEBER COSTELLO

Chalkboards

As manufacturers of fine chalkboards we are very much interested in chalkboard care in order that school people may enjoy the chalkboard satisfaction to which they are entitled.

Because we manufacture all three—chalkboards, chalk, and erasers, we have learned a great deal about chalkboard care. Improper care can damage the finest chalkboard and do so in a comparatively short time.



We are sufficiently concerned to do something about this problem, and we have published "THE CARE AND CLEANING OF CHALKBOARDS". If you would like this helpful guide, write today for your FREE copy.

REQUEST FOLDER BA-10. There is no obligation, no cost. This is a Weber Costello service to chalkboard users.

There Is A  
Weber Costello  
Chalkboard For  
Every Budget!

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CHICAGO HEIGHTS, ILL.

Manufacturers of: CHALKBOARD,  
CHALK, ERASERS, ART MATERIALS,  
MAPS, GLOBES

# 'ROUND THE WORLD

YOU'LL FIND DEPENDABLE



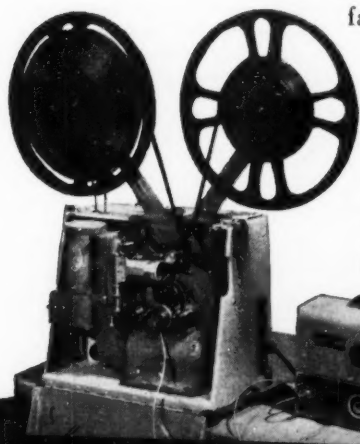
# VICTOR

SERVICE

## VICTOR PROJECTORS STAY YOUNG LONGER

When you buy a Victor Sound Projector, you can confidently look forward to *extra* years of trouble-free performance. So many Victor owners point with pride to projectors purchased as long as 15 or 20 years ago which are still in first-class operating condition.

There are several important reasons behind Victor dependability. First of all, Victor pioneered in 16mm — and for more than 40 years has devoted its time and effort almost entirely to the development and improvement of motion picture projectors and service. Victor Service Centers, staffed with factory-trained personnel, are located in key cities throughout the world to bring you better service and longer projector life.



*Only Victor has MAGNESOUND — a low-cost attachment for recording sound or music (or both) on film. Fits any Victor projector, old or new.*



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**Imagine**  
**ROLLER SKATING**  
**ON YOUR GYM**  
**FLOOR!**

THEY DO ON THIS  
SEAL-O-SAN FLOOR  
AT EARLHAM COLLEGE

**"this floor has received  
almost brutal treatment..."**

... between the time it was finished with Seal-O-San last fall and the time the photograph, below, was taken, it has been used for roller skating, dancing and dinners in addition to the usual routine of games on the floor. A week before the picture was taken 900 persons were served dinner in the Field House. Afterwards the chairs and tables were removed from the floor so everyone could dance. The fact that our Field House

is surrounded by a gravel parking lot and people track gravel and grit on to the floor adds to the maintenance problem. However, the Seal-O-San floor stood up under this treatment and, as the photograph indicates, is still in top notch condition."

*John H. Sweitzer*

John H. Sweitzer, Manager  
Physical Plant and Purchases  
Earlham College, Richmond, Ind.

Still Beautiful After Much Abuse



Ask for Folder on Gym Floor Finishing

**Seal-O-San.**  
GYM FLOOR FINISH

HUNTINGTON LABORATORIES, INC.

Huntington, Indiana  Toronto, Canada



**Schools and School Districts**

There are no vested rights in the existence of a school district, and the state legislature may extend or limit school district boundaries, consolidate two or more districts as one, or abolish a district altogether. — *State ex rel. Gray v. Board of Education of City of Chetopa*, 252 Pacific reporter 2d 859, 173 Kan. 780.

Under the provisions of the Kansas statute relating to the annexation of territory for school

purposes, the board of education of a city school is called upon to determine only whether in the exercise of its judgment and discretion it deems it proper and to the best interests of the schools of the city and the territory that the territory be attached, and the right to prevent such attachment is left entirely with the electors thereof. G.S. 1951 Supp. 72-1627; U.S.C.A. const. amend. 14. — *State ex rel. Gray v. Board of Education of City of Chetopa*, 252 Pacific reporter 2d 859, 173 Kan. 780.

**School District Government**

Under the charter of the city of Nashua, N. H., the board of education has the power to fix the compensation of teachers, and such power is not subject to control by the board of aldermen

through its power of appropriation. — *Wilcox v. Burnham*, 94 Atlantic reporter 2d 378, N. H.

A New Jersey statute imposing the duty upon school districts to save harmless certain classes of employees from financial loss resulting from judgment based on negligence and providing that the school district may insure such liability did not destroy the statutory immunity of the school district from liability for injuries to the person from the use of public grounds, buildings, or structures. — *Thompson v. Board of Education of City of Millville*, 94 Atlantic reporter 2d 206, 11 N.J. 207, N.J.

Where a school bus driver's contract required him to get out of the bus and to look both ways for approaching automobiles, and to prevent children from getting on or off the bus until it was safe for them to do so, the failure of the bus driver to fulfill such contractual duties was negligence, and the driver was liable for injuries sustained by the student when she was struck by a passing automobile as she was crossing the street after alighting from the school bus, though the bus driver had appointed a 15-year-old student to assist the injured student. — *Mire v. Lafourche Parish School Board*, 62 Southern reporter 2d 541, La. App.

The failure of a school bus driver to see a passing automobile in a rear-view mirror was negligence, and the bus driver would be liable for injuries sustained by a student when she was struck by a passing automobile as she was crossing the street after alighting from the bus. — *Mire v. Lafourche Parish School Board*, 62 Southern reporter 2d 541, La. App.

**Teachers**

The Illinois Teacher Tenure Act was enacted primarily for the protection of teachers and to improve the school system. — *Donahoo v. Board of Education of School Dist. No. 303*, 109 Northeastern reporter 2d 787, 413 Ill. 422.

The Illinois statutory provision requiring a statement of a specific reason for the dismissal of a probationary teacher is mandatory and a notice of dismissal containing no reason is defective. — *Donahoo v. Board of Education of School Dist. No. 303*, 109 Northeastern reporter 2d 787, 413 Ill. 422.

A notice of dismissal given a probationary teacher that his contract would not be renewed without stating a specific reason was insufficient and he acquired contractual continued service. — *Donahoo v. Board of Education of School Dist. No. 303*, 109 Northeastern reporter 2d 787, 413 Ill. 422.

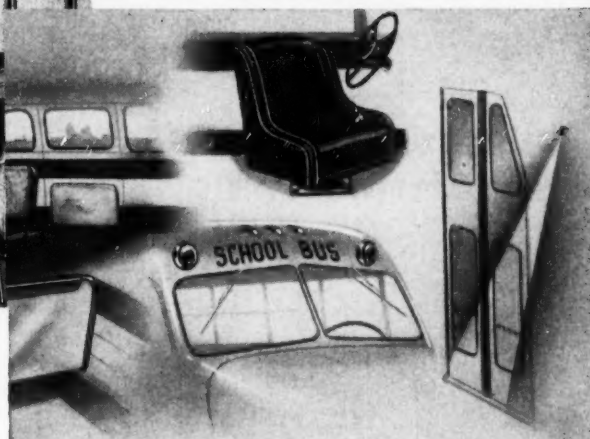
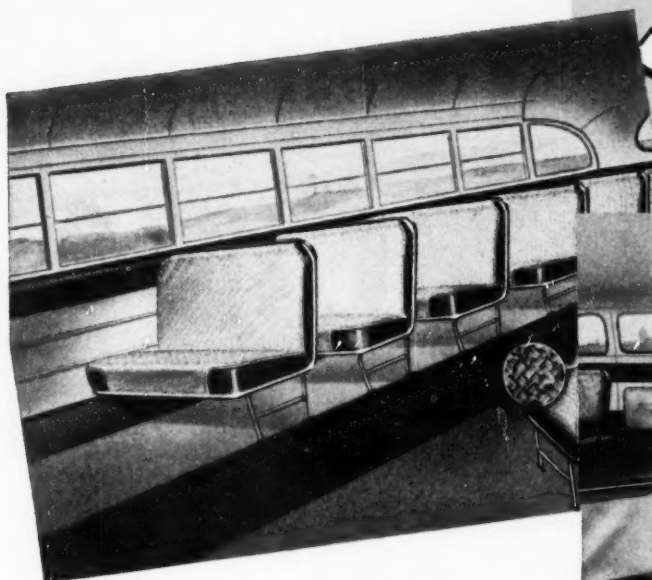
Under an Ohio statute providing that, should a contributor to the State Teachers' Retirement System die before retirement, his accumulated contributions shall be paid to his estate or such person as he shall have nominated by written designation duly executed and filed with the Retirement Board, a certified copy of the contributor's will, which designated his widow as his sole beneficiary but did not refer to the retirement fund with the board after the contributor's death, was not sufficient compliance with the statute to operate as a written designation of the widow as the contributor's beneficiary. Ohio gen. code, § 7896-41a. — *State ex rel. Cramer v. Peters*, 110 Northeastern reporter 2d 129, 158 Ohio St. 474.

► LLOYD VILES has been elected superintendent of schools at Kingsdown, Kans., to succeed Harold Grinnell, who has resigned to accept the superintendency at Matfield Green.

► ORVILLE L. HORT has accepted the superintendency at Kingman, Kans., where he succeeds John L. Engelhardt.

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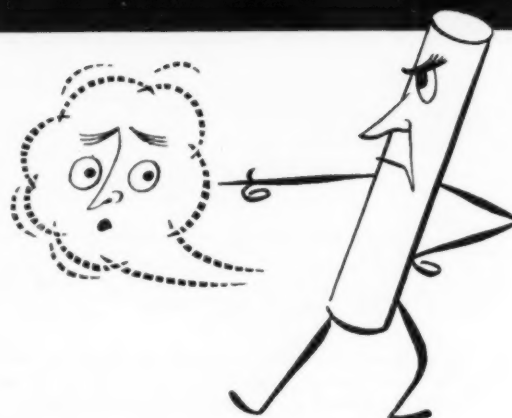
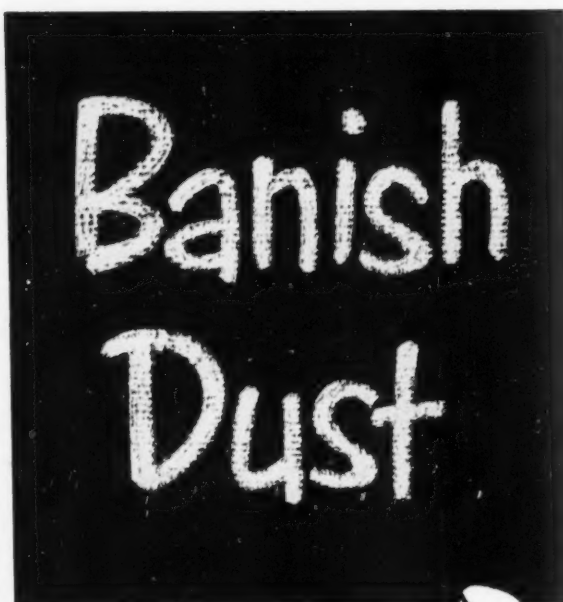
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### IMPROVE THE TEACHERS

The board of education of Las Animas, Colo., has approved recommendations of the welfare committee of the Las Animas teachers' club for the professional improvement of the teaching staff. All teachers are required to meet the qualifications to be eligible for continued employment and salary increments:

1. Teachers without a bachelor's degree are required to earn 12 quarter hours of credit every three years until a degree has been obtained. No travel credit will be recognized.

2. Teachers holding a bachelor's degree are required to earn 12 quarter hours of college credit every five years. Four quarter hours may be travel credit.

3. Teachers holding a master's degree must earn eight quarter hours of college or travel credit every five years.

An applicant for a teaching position who does not hold a bachelor's degree will not be employed, except by special action of the board of education.

### TOO MUCH PAY

A. A. Johnson, superintendent of schools at Muscatine, Iowa, turned down a new contract offered by the school board because it offered too much money.

The new three-year contract called for \$7,500 annual salary, plus a \$350 expense allowance. Mr. Johnson told the board he would take a raise only in the same proportion as that going to the teachers. The contract was refigured at a lower salary.

### SALIDA SALARY ADJUSTMENTS

The school board of Salida, Colo., has given salary increases averaging \$200 each to 45 teachers on its staff. The increases raise the maximum for men to \$4,500, while the amount for women is somewhat lower. All but six of the teachers have degrees, and 16 hold a master's degree.

### BONUS CONTINUED

The board of education of Dist. No. 2, Lake County, Colo., has voted to continue the current cost-of-living bonus of \$25 per month, based on 12 months, for the year 1953. This means a total increase of \$300 where teachers are employed for the entire 12 months.

### HEMPSTEAD SALARY SCHEDULE

The board of education of Hempstead, N. Y., has adopted a new salary schedule for teachers, to be effective as of July 1, 1953. The schedule is based on years of experience or step, years of training beyond high school, and the possession of a bachelor's or a master's degree.

Teachers with four years' training beyond high school will begin at \$3,600 and go to \$6,000 in the sixteenth year; those with five years' training will start at \$3,800 and go to \$6,800 in the eighteenth year; and those with six years' training will receive salaries ranging from \$6,200 to \$7,300. Any teacher with twenty or more years' experience, who is at the top of a given schedule will be given a transitional increment of \$300 upon the completion of 15 additional points or credit hours. All credit hours must be earned

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subsequent to attainment of 18 full years of teaching experience and must be approved in advance by the superintendent. Teachers in the three groups having attained that place in the schedule will be paid a maximum of \$6,300, \$7,100, and \$7,600.

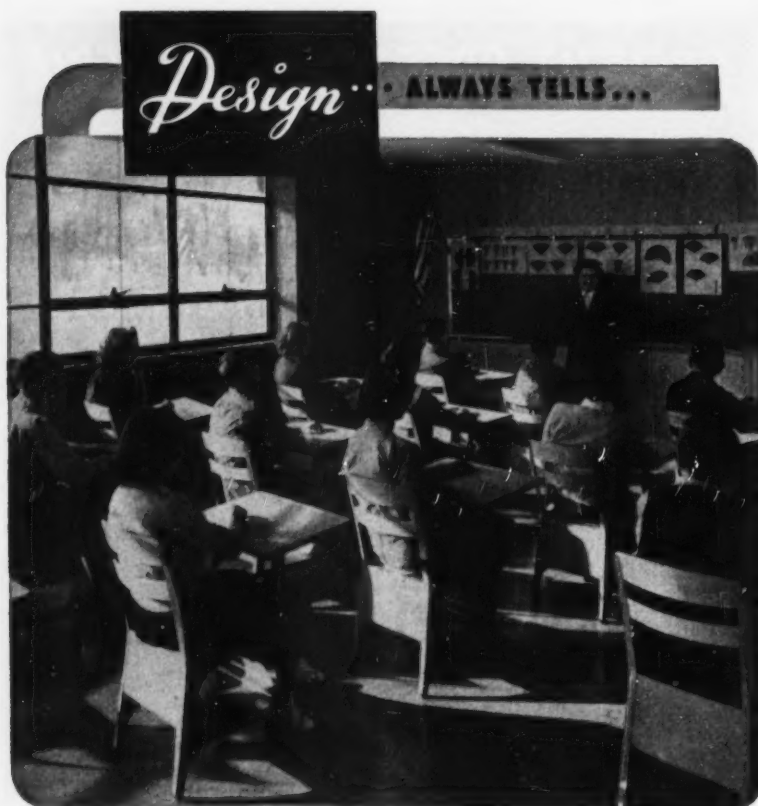
### COALINGA SALARIES

The board of education of Coalinga Union High School Dist., Coalinga, Calif., has adopted a new salary schedule for 1953, which calls for the classification of salaries according to 12 steps. Teachers with less than an A.B. degree begin at \$4,150 and go to \$5,675 in the twelfth step; teachers with an A.B. degree and 18 hours' credit start at \$4,300 and go to \$5,880; those with an A.B. degree and 30 hours' credit begin at \$4,450

and go to \$6,085; those with an A.B. and 42 hours' credit start at \$4,600 and go to \$6,250; those with an A.B. and 54 hours' credit begin at \$4,750 and go to \$6,495; and those with an A.B. and 66 hours' credit begin at \$4,900 and go to \$6,700 in the twelfth step.

### MONMOUTH SALARY SCHEDULE

The board of education of Monmouth, Ill., has adopted a new salary schedule for 1953, which calls for the classification of teachers according to training and teaching experience. Teachers with one year's experience and 60 hours' training begin at \$1,950 and go to \$2,650 in the eleventh year; those with 70 hours' training start at \$2,000 and go to \$2,700; those with 80 hours' training begin at \$2,150 and receive \$2,850; those with 90 hours'



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training begin at \$2,225 and go to \$2,925; those with 100 hours' training begin at \$2,300 and go to \$3,000; those with 110 hours begin at \$2,375 and receive \$3,075; those with an A.B. degree begin at \$2,800 and go to \$4,000; those with an A.B. and 30 hours' credit begin at \$2,900 and go to \$4,100; those with an M.A. degree begin at \$3,000 and go to \$4,200; and those with an M.A. and 15 hours' credit begin at \$3,100 and go to \$4,300.

All salaries are paid in 12 monthly installments. An additional differential is given each year to teachers with dependents in the amount of \$100 for each minor child supported. Elementary and junior high school principals receive salaries according to schedule, plus \$300, and \$25 additional for each full-time teacher beyond six under supervision. Teachers eligible for annual re-employment are required to earn in each 4-year period a minimum of five semester hours of credit.

## TEACHERS AND ADMINISTRATION

► Cleveland, Ohio. A male teacher in the Maple Heights schools who gets married receives an automatic increase of \$200 in pay. The school board believes that it has a social obligation to a teacher who must support a wife or children.

► New Orleans, La. Ninety teachers in the Orleans parish schools have been elected to a teacher panel which is to serve as an advisory committee to the personnel department. The advisory committee will take up such matters as teachers' salaries, principal selection, and other matters affecting the teaching staff.

► Los Angeles, Calif. Some 16,000 teachers and other personnel of the city school system, on March 17, were permitted to express their opinions on the system and its operation. The school employees filled out questionnaires containing 200 questions divided into 21 categories in the first educators' survey to be conducted by a major school system.

The survey was conducted under the direction of the Science Research Associates of Chicago and was completely anonymous, except for a code designating the geographical location of the teacher and certain basic information concerning the type of school represented. The survey was financed by an appropriation of \$20,000 voted by the board, plus an additional \$20,000 supplied through SRA by a national foundation.

► Rock Island, Ill. The board of education has eliminated the cost-of-living provision in its salary schedule which amounted to \$280. In its place it has provided an even \$300 and placed it in the basic salary schedule.

► The National Education Association, in a news release of March 31, estimated that 160,000 new teachers will be needed by the nation's elementary schools in September, but that the supply will total at best only 35,636. It is estimated that only 55,000 potential teachers, including 35,636 fully trained teachers, can come from the colleges in the spring and summer of 1953.

► Preston, Idaho. The school board has voted to give the teachers an average increase of \$400 in salary. The increase must be approved by a vote of the people.

► Falls Church, Va. The school board has approved salary increases of \$100 a year for all teachers. The basic salary for teachers holding a bachelor's degree ranges from \$3,000 to \$4,950. Starting salaries for teachers without degrees ranges from \$2,800 to \$4,300.

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## SCHOOL FINANCE AND TAXATION

### EDUCATION IN THE FEDERAL BUDGET FOR 1954

The federal budget for 1954, in process of acceptance by Congress, contains the following list of items for educational purposes:

For school construction in defense over-	
burdened school districts	\$111,000,000
For school operating costs in these	
districts	76,000,000
For vocational education	18,600,000
For distributive education	450,000
For U. S. Office of Education	3,250,000
For school lunches	83,300,000
For National Science Foundation	15,000,000
For veterans education	808,900,000
For federal aid to education	none

It is not expected that there will be much deviation from the above requests by the Eisenhower Administration, according to Edpress Newsletter.

### SCHOOL BOND SALES

During the month of February sales of school bonds were reported in the amount of \$112,611,000. The largest sales were:

California	\$7,576,000	Nebraska	\$ 5,819,000
Illinois	6,401,000	New Jersey	9,029,000
Louisiana	2,800,000	New York	10,058,000
Maryland	15,575,000	Ohio	11,744,000
Michigan	4,051,000	Pennsylvania	6,694,000
Minnesota	2,894,000	Texas	5,657,000

The yield of 20 bonds as of February 26 was 2.63 per cent.

### SCHOOL BUILDING CONSTRUCTION

During the month of March, 1953, contracts were let in 11 states west of the Rocky Mountains, for 9 new school buildings, to cost \$2,933,249. During the same period 85 projects were reported in preliminary stages, at an estimated cost of \$41,194,316.

During the month of March, 1953, Dodge reported contracts let for 604 educational buildings, in 37 states east of the Rocky Mountains, at a contract cost of \$123,556,000.

### NATIONAL TRENDS IN CONDITIONS OF IMPORTANCE TO SCHOOLS\*

Item	Date	Latest Figure	Previous Figure
School Building Construction <sup>1</sup>	February '53	\$102,187,000	\$106,004,000 <sup>9</sup>
School Building Construction <sup>2</sup>	March '53	\$2,933,249	\$13,365,984 <sup>9</sup>
School Bond Sales	February '53	\$112,611,000	\$108,227,267 <sup>9</sup>
Average Interest, Selected Municipal Bonds <sup>3</sup>	February '53	2.63%	2.46% <sup>9</sup>
Construction Cost Index <sup>4</sup>	January '53	568	567 <sup>9</sup>
Wholesale Price Index <sup>5</sup>	March 17	110.0	109.6 <sup>9</sup>
U. S. Consumers' Price Index <sup>6</sup>	January '53	113.9	114.1 <sup>9</sup>
U. S. Retail Food Price Index <sup>6</sup>	January '53	113.1	113.8 <sup>9</sup>
Total School Enrollment <sup>7</sup>	1952-53	34,693,000	33,121,000 <sup>10</sup>
Total Population Estimate <sup>7</sup>	1952	156,371,000	153,703,000 <sup>10</sup>
Farm Population Estimate <sup>7</sup>	1952	24,819,000	24,037,000 <sup>10</sup>
General State Education Expenditure <sup>8</sup>	1952	2,382,202,000	

\*Compiled April 1, 1953.

<sup>1</sup>Dodge Figures for 37 states east of Rocky Mts., 3/19/53.

<sup>2</sup>Estimate for 11 states west of Rocky Mts., 3/31/53.

<sup>3</sup>Bond Buyer, 2/26/53.

<sup>4</sup>American Appraisal Co., Milwaukee, 2/53.

<sup>5</sup>U. S. Department of Labor, 3/27/53 and 1/53.

<sup>6</sup>U. S. Census Bureau, 2/53.

<sup>7</sup>U. S. Department of Agriculture, 3/9/53.

<sup>8</sup>U. S. Department of Commerce, 3/53.

<sup>9</sup>Previous Month, 1953.

<sup>10</sup>Same Month, 1952.

### SCHOOL BUDGETS

Detroit, Mich. Board adopted a budget of \$101,428,345 for 1953-54, an increase of \$6,253,472 over 1952.

Nashua, N. H. The school board has prepared its 1953 budget calling for a total of \$1,021,511. Of the total, \$989,636 is for regular school items, and \$31,875 for athletic purposes.

Louisville, Ky. The board of education has begun preliminary plans for a \$15,000,000 school expansion program. Plans are in progress for four new schools.

Bowling Green, Ohio. A bond issue of \$970,000 has been approved by the voters.

Rockford, Ill. Budget, \$6,022,100, approved for 1953. Newport, R. I. Budget, \$1,107,822, approved for 1953-54.

Framingham, Mass. A budget of \$1,226,841 has been set by the school board for 1953-54.

White Plains, N. Y. Supt. P. L. Ewing has prepared a budget of \$4,602,087 for the school year 1953-54. The budget which represents an increase of \$1,510,490 over 1951, must be approved by the school board.

Portland, Ore. The school board has set up a tentative budget calling for \$16,081,641 for the year 1953-54.

Memphis, Tenn. The city commission has approved a school budget of \$9,158,603 for 1953-54, an increase of almost \$1,000,000 over 1952.

Knoxville, Tenn. The city council has approved a school budget of \$4,018,121 for the school year 1953-54.

Fairfield, Conn. The board of education has approved a budget of \$2,208,724 for the year 1953-54. The largest item is \$1,609,378 for instructional services.

Memphis, Tenn. The city commission has approved a school budget of \$9,158,603 for 1953-54.

Tulsa, Okla. Budget of \$7,681,545 approved for 1953.

Newport, Ky. The board of education adopted a \$1.40 tax rate and a budget of \$709,952 for 1953-54.

The Forsyth County, N. C., board has submitted a budget of \$1,356,936 for the year 1953, which is \$800,000 higher than for 1952.

Oklahoma City, Okla. The board of education has set up a tentative budget of \$8,836,012 for 1953-54, an increase of \$900,000 over 1952.

### NEW YORK BUDGET

In his budget message of April 7, Mayor Impellitteri has placed the New York City public schools budget for 1953-54 at \$349,642,364.94. The amount, while it represents an increase of \$20,113,377.19 over the 1952-53 allocation, is considered extremely close because it will be expected to meet the need of 1475 new teaching and supervisory positions and greatly increased needs for schoolhousing, repairs, etc.

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tive materials to enrich class discussions and increased pupil participation will become a natural result.

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These and other educational and technical advantages are described in a free folder prepared for teachers and administrative personnel. A copy of "OPENING THE DOOR TO THE MIND" and a free demonstration of the VU-LYTE without cost or obligation is yours for the asking.



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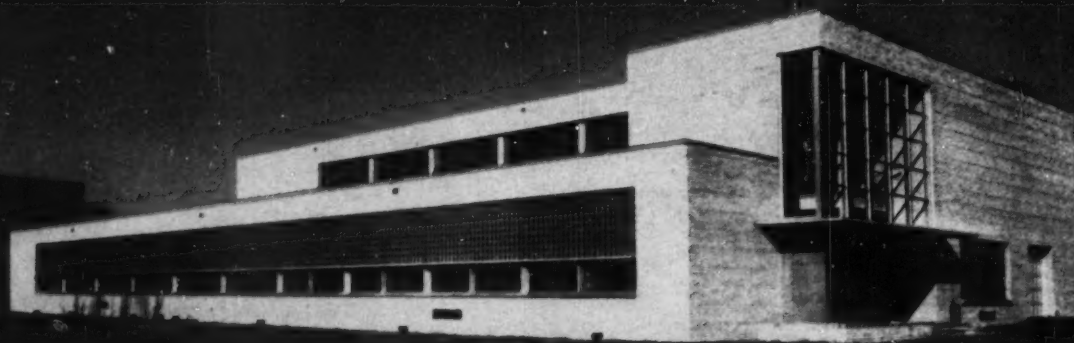
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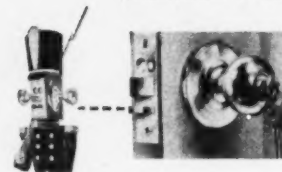
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beauty, easy installation, low—or *no*—maintenance costs. It is made in all functions that are required in school buildings.

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Colorado Springs, Colo.  
Architect: Earl A. Deitz



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and Fine Tools since 1864

### A FIVE-YEAR PROGRAM

At Cicero, Ill., a community-wide survey committee has been created to work with the board of education in determining its building needs for the next five years. The group which is composed of eleven principals and two PTA members has enlisted the support of over 500 parents in the community. Jack Antink is chairman of the community group.

The board obtained a bond issue of \$380,000 in the spring of 1952 to build a 12-room addition to the Lincoln School. In the fall of the same year, it again obtained a bond issue of \$900,000 for a new school and an addition to the Roosevelt School.

### IMPROVED ADMINISTRATIVE PROGRAM

The Bay County board of education in Panama City, Fla., has just completed a program of administrative organization. Built around the democratic development of the schools and the erection of new school buildings, the schools now have one of the smoothest of operating systems.

The building program, recently completed after the approval of a \$2,000,000 bond issue, involved the construction of five new buildings and the renovation of 18 existing buildings. Every school in the county has been brought up to date.

The board has prepared a written code of policies and all business is conducted on a day to day basis.

The board has also effected an improvement in the school business practices through unification of buying and requisitioning and a central system of accounting to effect budget savings.

The recent reorganization of the county staff

has provided for a division of the administrative duties under the supervision of a director of instruction and a director of business affairs. Each of these officials will be directly responsible to the superintendent, Thomas E. Smith, and to the board for their respective departments.

One of the principal projects of the administration has been the creation of a lay advisory committee, comprising civic, fraternal, and other groups formed into educational committees which work with the school staff and the superintendent in developing the program and in solving various school problems.

The entire educational program has been based on a priority program of instruction, at the lowest cost to the taxpayers.

### A REPORT TO PARENTS

The school board of Atlantic Highlands, N. J., has sent a report of its activities for 1951-52 to the parents and taxpayers, in the form of an "account to the owners." The report provides a limited panorama of the schools' many approaches to learning and serves as an aid to a better understanding of the borough's program. The report is signed by Mrs. Edna McTague, school board president, by Richard Bennett, vice-president, and other board members. It is significant that the board not only reviewed recent school services, but outlined its plans for the future.

In addition to a variety of accomplishments, the board has applied itself to items in need of better administrative techniques. The board has developed written policies for the guidance and operation of the school system. Some points included in these policies are: a statement of the program of local education; duties of per-

sonnel; salary schedules; the attendance program; and wider use of buildings and equipment. A citizens' committee has been formed comprising three citizens of the community to work with the board on the important problem of improved state fiscal aid.

The board is constantly working to obtain all the benefits possible for the school children and the community. They are seeking the greatest value for every dollar given to us in our budget. The board earnestly asks the help and suggestions of the patrons and taxpayers and invites them to attend the board meetings.

### EYE TESTING EXPERIMENT

The local Lions Club of Salida, Colo., has presented an ortho-rater to the school board. The schools have been taking part in an eye testing experiment and the ortho-rater will be utilized in making eye examinations of all the pupils each year. The experiment which has been continued over a period of five years has shown that the number of pupils with eye defects has been materially reduced due to the co-operation of parents of children.

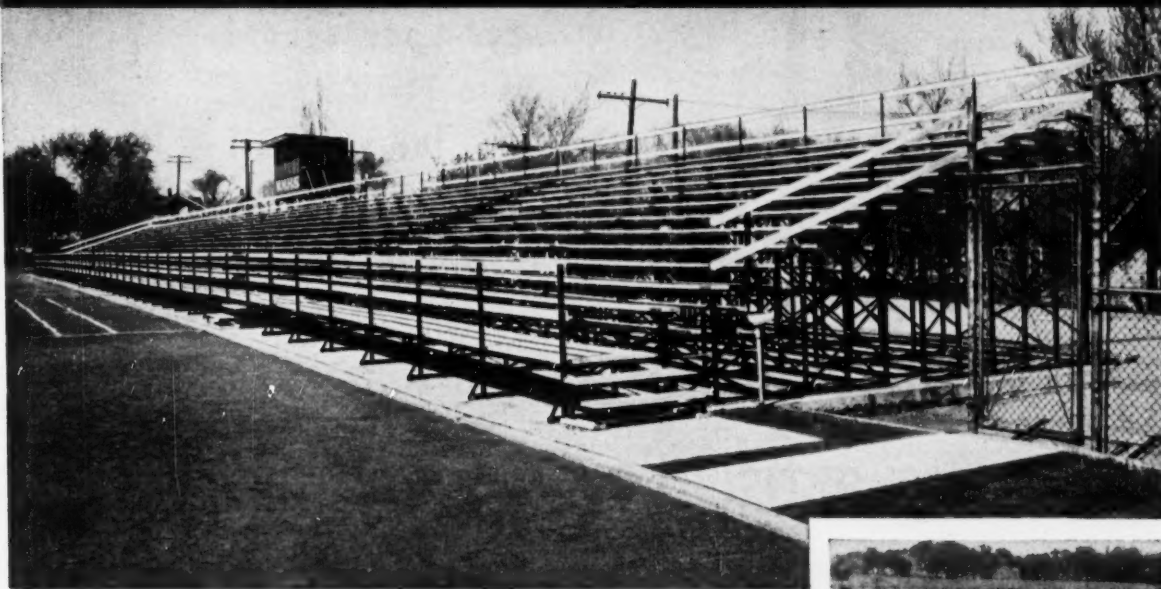
### APPLY FOR U. S. AID

Twenty-five Nassau and Suffolk County school districts in Long Island, N. Y., have made application for \$500,000 in federal assistance. The area is faced with an influx of defense workers which has caused the population to double within the past 14 years.

Of the 25 districts asking aid, only three received federal help last year. A survey showed that from 1939 to 1950 the school enrollment jumped from 16,178 to 23,938, with 20 per cent of the increase due to federal activities.



## For Safe, Trouble-Free Outdoor Seating

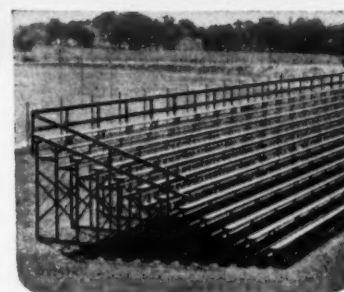


### Universal Steel Grandstands Portable or Permanent

Thousands of installations and many years of matchless performance (the most severe tests under all conditions) give ample proof of the pronounced superiority of *Universal Steel Grandstands*.

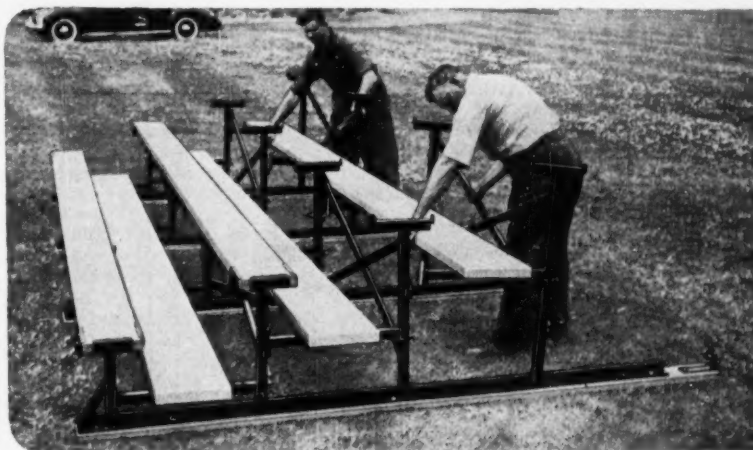
Viewed from every important angle . . . safety, structural strength, simplicity of assembly, comfort, long life, selectivity of sizes . . . these grandstands (built to hold more than 4 times the rated live weight load) always meet and usually surpass the most rigid requirements. Erected on concrete slabs or foundations, they make truly permanent installations. Mounted on 2" x 6" ground sills, they are easily portable from one location to another . . . indoors or outdoors. Yes, *Universal Steel Grandstands*

meet every seating need. So don't delay. Arrange to accommodate the crowds by increasing seating facilities this safe, economical way. Just select the plan you need from table below or send us your specifications. Complete catalog and prices free on request.



Elevated type (above) has 40" walkway across front. In the conventional type (inset), first row seats are 16" above ground level. Both types provide 18" leg room and 24" front to back per row.

TYPICAL SEATING PLANS (Many other sizes and group lengths available)				
PLAN	No. 1	No. 2	No. 3	No. 4
Length	90' 0"	138' 0"	198' 0"	234' 0"
Rows High	8	10	10	12
Capacity	520	1000	1430	2028



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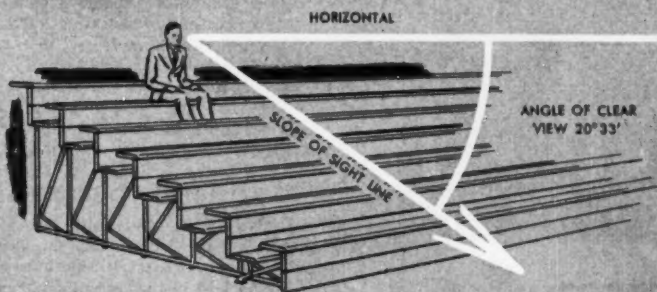
In Wayne Rolling Gymstands every spectator in every row gets an absolutely unobstructed view. Short people don't have to crane their necks and tall folks

don't obstruct the view of those in back. And it's simply because Wayne Gymstands have a rise-per-row of 10 1/4 inches, a row-to-row elevation greater than in any other make of rolling gymnasium seating.

Wayne Rolling Gymstands are comfortable. Their 17-inch chair height seats

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WAYNE STANDS FOR SAFETY



► Des Moines, Iowa. The school board has approved a 5-day work week for members of the school building staff, effective next September. The change, to cost an estimated \$5,000, will mean the addition of 18 persons to handle jobs in present school buildings and the employment of others when new buildings open. The present operating staff comprises 180 men and 10 women, most of whom have been on a 5 1/2-day-week schedule.

► The Hicksville L. I., N. Y., school district has paid its attorney a fee of 1 per cent for preparing and passing on the legality of school bond issues. This has netted the attorney \$40,000 in four years and has led to a demand that an annual retainer be paid. Attorney Michael J. Sullivan has expressed his willingness that this be done in the case of a new 30 million dollar issue and future bonds.

► Shreveport, La. The Caddo parish board has adopted a new clerical salary schedule for the central office staff. The schedule provides a beginning salary of \$217.50, for secretaries, to be increased to \$283.50 by 12 increases. Schedules for clerks provide salaries of \$165 to \$220, and other secretaries and bookkeepers, \$192.50 to \$258.50.

► Terre Haute, Ind. The board of school trustees has appointed a citizens advisory committee to aid in planning future school building projects. The board is making a study of all the problems involved in school building construction, includ-

ing cost of additional facilities, increased birth rate, borrowing power of the city, and the lack of location standards as set up by the state. Supt. Wayne P. Watson said that the committee will be a temporary one and will be replaced by another group which will act as a steering committee or clearinghouse to keep the program in line.

► Portland, Ore. The school board has voted to cut five days off the 1953-54 school calendar by shortening the Christmas and spring vacations. The cut was made in answer to a plea from berry growers in three counties who desire to employ students to pick berries on or near June 1.

► Marseilles, Ill. The board of education has completed a survey of the school system, conducted under the direction of Dr. A. W. Clevenger, of the University of Illinois. A lay advisory group of 14 persons has now begun a study of the survey report and will make its recommendations to the board in the near future.

► Grass Valley, Calif. The school board has presented a petition to the city council seeking to perpetuate itself as a five-member board. It appears that a new city charter which would refer all school matters to the state code would prefer a three-man board. The new charter which becomes effective July 1, 1953, must have the approval of the city council.

► The board of education of LeMars, Iowa, with the help of Supt. H. N. Kluckhohn, conducted an opinion survey among the parents during the month of February, 1953. A 4-page questionnaire was prepared and distributed, and replies were received from 329 families. A summary of the results of the survey was published in a 15-page mimeographed booklet entitled, "You and Your Schools." Copies of the booklet were distributed to all parents.

► Plymouth, Mass. Supt. Donald T. Welch has reported that the school committee has for three years made inspections of the school plants in company with a special subcommittee of the town finance committee. This year for the first time, this same committee has been asked to confer with the school committee in making plans for the 1952-53 school budget.

► Tucson, Ariz. The school board has approved a \$6,200,000 bond issue for new school construction. One of the projects will be a new south side high school, to house 1200 students and to be occupied in 1955.

► Worcester, Mass. The experience requirement for secondary school principalships has been modified by the school board over the opposition of Supt. Thomas F. Power. The change in the rules permits persons with nonacademic backgrounds to apply for principalships, but it doesn't favor such persons. A former rule requires that an applicant have at least ten years' successful experience in academic subjects.

► New Orleans, La. A committee of city teachers has been appointed to work out safety programs for use in all grades of all the schools. Under the direction of Clarence Cohen, the group will set up safety classes from the kindergarten through high school. The programs are sponsored by the school safety division of the Metropolitan Traffic Safety Council.

► Arkansas City, Kans. Upon recommendation of Supt. Jerry J. Vineyard, the educational program of the city schools has been expanded, to include (1) additional vocational and industrial arts facilities, (2) a half-day's time of a specialist in counseling on the high school and junior college levels, (3) a speech correctionist in the elementary schools, (4) an additional teacher for instrumental and orchestra music instruction, and



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And what could be more convenient for youngsters than doors that open at a touch, with knobs and inside hooks easily accessible to even the smallest child.

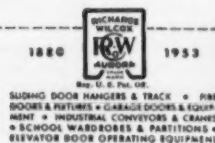
The rugged construction of R-W School Wardrobes is designed to withstand heavy usage—especially those days when Johnny and his friends are "feeling their oats."

**Richards-Wilcox School Wardrobes are manufactured according to three standard principles of operation:**

- Each type can be furnished with flush doors, coat racks, chalk boards, cork boards and other accessories.
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(5) four additional teachers to care for an anticipated increase of 120 pupils in the elementary schools.

► Supt. Clarence L. Wantland, of Galena, Kans., has recently occupied new offices in the Citizens Bank Building downtown. Mr. Wantland believes that a superintendent has a better opportunity to keep in close touch with business people and with the citizens generally if the superintendents' office is located in the business district.

► La Grange, Ill. Three school districts have cooperated in establishing a new speech-correction program from which a total of 101 children will benefit. Mrs. Louvene S. Turner is the instructor.

### WELLS BUILDS

The Wells, Minn., board of trustees of the joint independent consolidated Dist. No. 68 have begun the erection of a new school building to house the 12 grades, in addition to kindergarten rooms, a music department, an agricultural department, a dining room, a community room, and an auditorium. A new gymnasium building is being planned to take care of extra large classes in physical education. It will seat 1200 to 1400 persons as well as accommodate boys' physical education classes from the beginning of the year on. The building, to be completed in 1954, will provide additional facilities so that there will be no need to rotate boys' and girls' classes.

### MEET AT SCHOOLS

At Noblesville, Ind., the school board has evolved a plan which permits the board members and principals to meet at least once each year at each school to discuss school problems involving school testing, promotions, remedial programs, and other topics.

Supt. Dale V. Swanson reports that in April the board of trustees, the architects, the engineers, and other school officials met in a public meeting to take up preliminary plans for the construction of a new high school. The building which will accommodate 800 to 1000 students, will cost an estimated \$1,200,000.

### CURRICULUM COUNCIL

The Eureka, Wis., board of education is sponsoring the establishment of a curriculum council in the city schools. The Council which consists of five teachers, five administrators, ten parents, and a school secretary, meets once every two weeks in an evening session. The Council intends to review, evaluate, and revise the school curriculum.

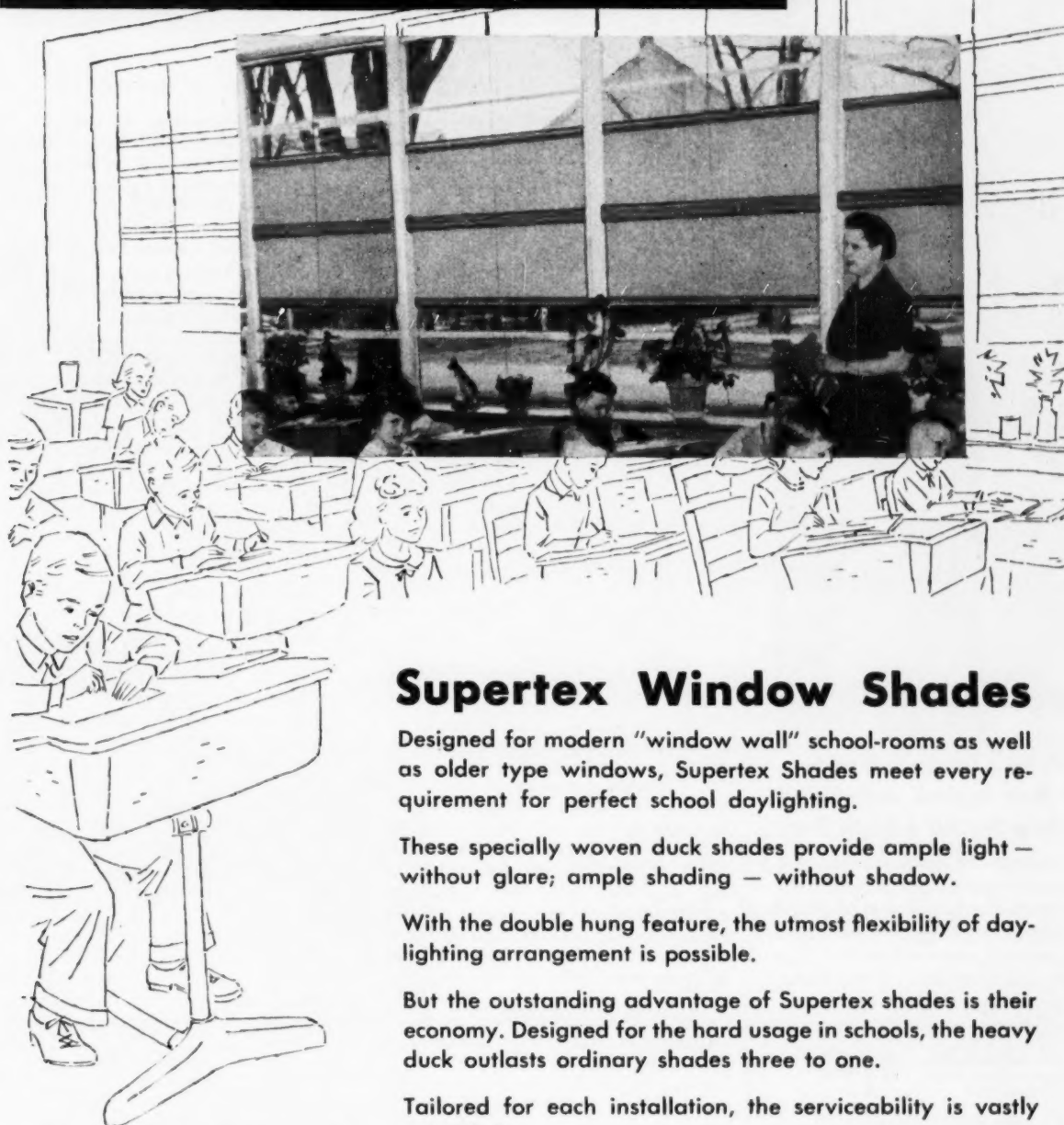
### URGES PAID BOARD MEMBERS

Board of education members of the District of Columbia should be paid \$25 for each meeting attended, in the opinion of Dr. James G. Gannon, a former member of the Washington board. The honorarium, Dr. Gannon said, would compensate, in a measure, for the financial sacrifice which is involved by serving on the board. He also held that the board should hold two meetings each month, instead of one.

### BOARD ATTENDS CLASSES

The board of education of Dist. 76, Creve Coeur, Ill., on April 10, attended university classes in school administrative problems in conjunction with teachers and administrators, at the Bradley University College of Education in Peoria, Ill. These sessions have proved beneficial to the district and have kept the board aware of current trends in educational practices.

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### Supertex Window Shades

Designed for modern "window wall" school-rooms as well as older type windows, Supertex Shades meet every requirement for perfect school daylighting.

These specially woven duck shades provide ample light — without glare; ample shading — without shadow.

With the double hung feature, the utmost flexibility of daylighting arrangement is possible.

But the outstanding advantage of Supertex shades is their economy. Designed for the hard usage in schools, the heavy duck outlasts ordinary shades three to one.

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## The Federal Security Agency Attains Cabinet Rank

(Continued from page 46)

major objections raised to previous proposals to elevate the Federal Security Agency to departmental status. Important factors which contributed to the disapproval of Reorganization Plan No. 1 of 1949 and Plan No. 27 of 1950 are not now present."

The opposition that developed to the passage of the measure was largely centered on "the breakneck way in which the matter has been presented" and the procedure followed in order to put the legislation into effect within a period of 10 days after enactment instead of adhering to the 60-day waiting period provided for in the Reorganization Act of 1949.

Some Congressmen contended that "we have not had an opportunity to have adequate hearings (not one single witness appeared before the committees on behalf of education) . . . or to study the plan thoroughly" and that "it does not embody, nor does it fairly present the recommendations of the Hoover Commission," while another feared the proposal would "place more power in the hands of one individual than it would be right or reasonable or safe to do."

### Provisions Regarding Education

Addressing the Senate on March 30, 1953, in her capacity as chairman of that body's Subcommittee on Reorganization, Senator Margaret Chase Smith (R., Maine) assured: "It is the firm conviction of this Committee that there are adequate safeguards in the plan to insure that the intent of the Congress that medical and educational functions and those of the Children's Bureau and other programs will be carried on in line with legislative authorizations, and that statutes now governing the operations of all components of the Federal Security Agency will be continued on the same basis under the new Department."

In similar vein the report (No. 166, 83rd Congress, 1st Session) released by the House Committee on Government Operations under the chairmanship of Congressman Clare E. Hoffman (R., Mich.) concerning creation of a Department of Health, Education, and Welfare asserted: "Although the Secretary will undoubtedly be authorized to regulate the government of the Department, the plan safeguards the status of the constituent units of the Department, particularly the Public Health Service and the Office of Education.

"It does not transfer from those agencies any professional or substantive functions vested in them by law, or provide for any such transfer. A fair interpretation of the plan is that, except as regards the establishment of common administrative services, the authority of the Secretary under the plan with respect to the constituent units of the Department

will be the same as the present authority of the Federal Security Administrator. . . . The plan would also continue the present position of the Commissioner of Education, with direct access to the Secretary."

### Advisory Committee on Education

In the message accompanying his plan to give the Federal Security Agency Cabinet status, President Eisenhower recommends that "there should be in the Department an Advisory Committee on Education, made up of persons chosen by the Secretary from outside the Federal Government, which would advise the Secretary with respect to the educational programs of the Department."

Urging "the enactment of legislation authorizing the defrayal of the expenses of this Committee," the President states that "the creation of such a Committee as an advisory body to the Secretary will help insure the maintenance of responsibility for the public educational system in state and local governments while preserving the national interest in education through appropriate Federal action."

At the joint hearing on the reorganization plan it was brought out that "the staff of the Federal Security Agency is preparing a recommendation as to legislation, setting forth appropriate details of selection, appointment, and compensation for this proposed Committee." But as this article goes to press these specifics have not yet been made public nor is it known whether the proposed Advisory Committee will be composed solely of laymen or professional educators or a combination of both.

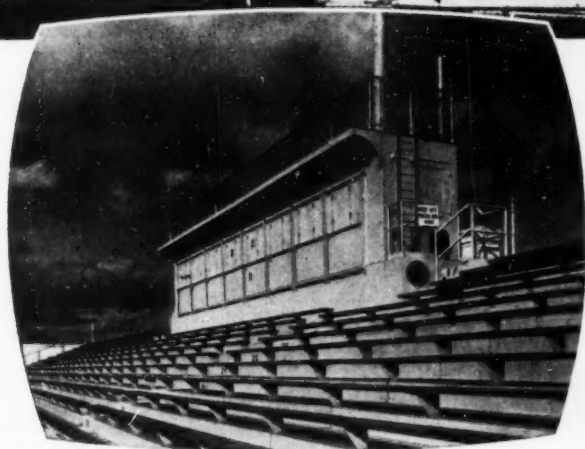
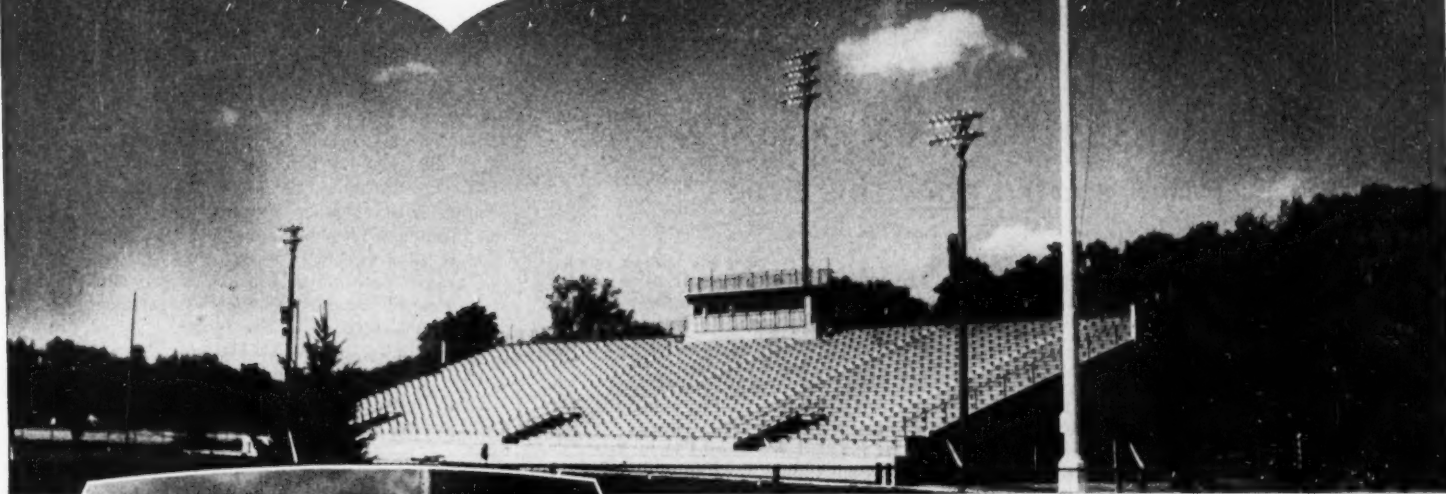
When at the joint hearing, Senator Hubert H. Humphrey (D., Minn.) inquired if provision is made for a Special Assistant on Health and Medical Affairs, isn't there an equally good reason for having a Special Assistant on Education? Budget Director Joseph Dodge replied: "In the field of education there is some difference. The balance is there, one between the Federal Government and the state and local governments, and here the plan recommends a committee of able representatives of these latter jurisdictions, and it was thought to be a more appropriate arrangement for providing advice in this area . . . on the education side . . . the belief was that to balance that off with this special advisory committee of wider scope would serve the same purpose."

Informed sources believe the President's inclusion of an Advisory Committee on Education may stem from his conference with a delegation of educators at the White House

(Concluded on page 100)



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permanent, comfortable seats  
for TROY, Ohio  
sports spectators



Steel press box, with windows covered for between-season protection.

North Stand, 5,000-seat capacity, 30 rows deep, 270 ft. long.



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The fire siren blew at 6:30. By ten, our school was almost a total loss.

Of course, there was insurance on the building and contents. But it would take 17 months to rebuild. In the meantime, *classes had to go on.*

Within hours, the Board of Education secured twelve emergency locations—churches, grange hall, lodge and club rooms . . . However, getting substitute schoolrooms in shape meant extra expenses.

Fortunately, the Board had purchased

a \$10,000 Extra Expense Insurance policy the past fall. The money we received helped pay for the immediate installation of drinking fountains . . . toilets . . . partitions . . . coat racks . . . bookcases . . . lab and gym facilities.

Our extra expenses cost us about \$25 apiece for each of our 860 pupils . . . or over \$21,000. We should have had *more* Extra Expense Insurance. But if it hadn't been for our Hartford Fire Insurance Company representative, we wouldn't have had *any*!

*Why do we bring you this story?* Simply to remind you of the importance of Extra Expense Insurance. And to suggest—if you are unfamiliar with this valuable type of low-cost protection—that you look into its advantages.

Write us for the story, "*\$10,000 Was Only a Drop in the Bucket.*" Find out how your school can be reimbursed for the extra expense that is incurred when fire, storm, explosion or other insured hazard knocks out your school building. There's no obligation, of course. Just mail the coupon.

Year in and year out you'll do well with the

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Please send me a copy of the story, "*\$10,000 Was Only a Drop in the Bucket,*" and other literature on Extra Expense Insurance.

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School.....

Address.....

City.....Zone.....State.....

(Concluded from page 98)

on February 17, 1953, including Edgar Fuller, executive secretary of the National Council of Chief State School Officers; William G. Carr, executive secretary of the National Education Association; Arthur S. Adams, president of the American Council on Education; eight state superintendents of public instruction; Senators Charles E. Potter (R., Mich.) and Lester C. Hunt (D., Wyo.). Mrs. Oveta Culp Hobby, and Arthur S. Fleming, member of the President's Committee on Government Organization, were also present.

At this time officials of the National Council of Chief State School Officers left with the President a prepared statement emphasizing the association's belief that "Federal activities affecting the programs of public education in the several states should be administered through the U. S. Office of Education" which they held "should become an independent agency under a lay board of education appointed by the President and confirmed by the Senate."

A week later many of the same educators discussed their views in greater detail with Milton S. Eisenhower, Arthur S. Fleming, and Nelson A. Rockefeller, members of a three-man committee studying government organization at the President's request.

The extent to which educational programs will progress under the new Department awaits substantiation in the future.

### SCHOOL BONDS

Reading, Pa. The school board has sold 1.3 million dollars in school district bonds, at a bid of 100.167 for 2.

Alexandria, Va. The city council has approved a bond issue of \$4,550,000 for public improvements, of which \$2,310,000 is for school buildings.

Little Rock, Ark. The school board has called a bond election for \$3,000,000 to finance the construction of new buildings and additions.

Cedar Rapids, Iowa. Bonds in the amount of \$2,750,000, approved for new schools and additions.

Pasadena, Calif. Only one of four bond issues calling for an expenditure of \$20,000,000 to expand the school facilities was approved in the February bond election. Proposition 3, asking approval of \$5,840,000 bond issue for elementary schools won by a large margin. Another issue which would revert the district to the 6-3-3-2 plan, was turned down by the voters.

Davidson County, Tenn. Sold \$3,000,000 in school bonds, at a bid of 101.11 for 2½s, a cost of 2.42 per cent.

Yorktown Central School District. Sold, \$1,650,000 in bonds, at a bid of 100.56, for 3½s.

Pinellas County, Fla. Special School Dist. No. 1 sold \$1,705,000 in bonds, at a bid for 100 for 3s.

Evansville, Ind. Sold 1 million dollar bond issue, at an interest rate of 1½ per cent. The proceeds will be used in financing a new elementary school.

Montville, Conn. Bids received on \$550,000 of school bonds, dated May, 1953, and due May, 1954 to 1973.

In an effort to relieve serious classroom shortages, the state legislature of Washington has approved a 20 million dollar bond issue for urgently needed buildings. The bonds will provide a revolving fund, to be loaned to school districts. These will be expected to repay the loans during a 20-year period, through deductions from their share of the state school aid funds.

Alexandria, Va. Sold, \$2,310,000 in bonds for new school construction.

The New York Central School Dist. of Poughkeepsie, N. Y., sold \$1,725,000 in bonds, at a bid of 100.54 for 2½s.

Alameda Unified School Dist. of Calif., sold \$1,340,000 in bonds, at a bid of 100.28 for 2½s. and 2½s., an interest cost of 2.448 per cent.

Elmira, N. Y. The voters approved a \$2,000,000 bond issue to finance a school building program. The program calls for a new junior high school and an addition to an elementary school.

Denison, Tex. A \$1,150,000 bond issue has been approved. The proceeds will be used for new construction, repair of buildings, and the purchase of sites.



## "Dodge School Buses are truly rated for the job"



### Why New DODGE "Job-Rated" SCHOOL BUSES are safer and more economical

**Greater Stop-Ability**—New Dodge dual-primary-type brakes stop smoothly and hold whether the bus is moving forward or backward. This means dependable safety when stopping on even the steepest hills. Such reliable brakes are but one of many ways in which Dodge school bus chassis and equipment meet or exceed the safety standards established by the National Conference on School Bus Standards.

**Budgetwise Power**—Three economy-minded engines (two brand-new) develop up to 122 horsepower. Thus snow and mud have less chance to mire or delay Dodge school buses. Two fuel filters, chrome-plated top piston rings and advanced-design carburetor help stretch maintenance dollars, too. See your friendly Dodge dealer. Get the facts on Dodge "Job-Rated" school buses.

... says **R. C. HESS**, Superintendent of Transportation, Wasco School System, Wasco, California

"Wasco School System has been buying Dodge school buses for the past 26 years. One of the many reasons we operate a fleet of eight Dodge school buses today is because they are so dependable.

"Dodge school buses are specifically designed for multiple-stop service. This cuts maintenance and operating costs and proves to me that Dodge school buses are truly rated for the job."

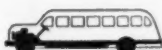
# DODGE

## "Job-Rated"

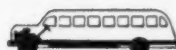
### SCHOOL BUS CHASSIS



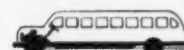
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This school combines vocational training with a regular high school program. Its unique flexible plan allows for expansion. The Halsey Taylor Coolers were used in vocational departments, and wall fountains in corridors.



THE HALSEY TAYLOR CO., WARREN, OHIO

**Halsey Taylor**  
DRINKING FOUNTAINS

## What Makes a Good Rural School Board Member?

E. R. Van Kleeck\*

From a succession of uniformly happy experiences with topnotch school board members and presidents, ranging in their own formal education from the present chancellor of the Board of Regents and the present president of the New York State School Boards Association, Princeton and Yale men respectively, to another wonderful board president who had less than a grammar school education, I have concluded that one trait all these presidents had in common — *each was seeking solely and exclusively better schools for the boys and girls*. Also, that it isn't formal education or superior social or financial status that makes a good school board member; *it's attitude*. The good school board member smooths the way for the school administrator. He overlooks the inevitable blunders that we schoolmen make.

\*This paper is an abstract of an address given at the New York State School Boards Association Convention in October, 1951. The author is Assistant State Commissioner of Education in charge of pupil personnel services and adult education, Albany, N. Y.

He comes through with an encouraging word when the going is toughest.

The good board member acts as a sort of buffer between the public and the school staff. He constantly seeks to learn more about the schools and to interpret the schools and their goals and needs to the public.

The good board member keeps a little ahead of the public and thus leads them to constantly better schools, to centralization, to co-operative boards, to the Intermediate Unit [school district]. He knows that if he keeps *too much ahead* of the public they may vote themselves a new school board.

And so the good board invites other community leaders, Parent-Teacher Association officers, citizens generally, to attend its meetings. When they see the school board's aims and problems, they give their support. Therefore, the board in a rural or village area meets from month to month throughout the district — in a branch school or a church hall or someone's office. It works consciously to get

a big turnout at the annual school district meetings. It tries to keep close to the people.

The good board hires the best principal who can be found; pays him well; gives him power; holds him responsible for results.

It's a foolish man who keeps a dog and does his own barking. It's a foolish board that hires a superintendent or principal and then tries itself to run the schools. The good board analyzes the policy proposals of the superintendent or principal, decides upon the policies, and judges how well the executive carries them out. It leaves the execution of policies to its paid administrator. If he bungles repeatedly, it replaces him; it doesn't take over his duties. This theory exalts the position of the board. The board thus becomes a deliberative body, not a group of assistant superintendents or principals. It acts as a committee-of-the-whole. It devotes its time to important matters, not to administrative detail.

The good board member hears both sides of every question. He withholds judgment. If the school board wants its principal to be a strong leader, it doesn't put him on trial every time some teacher or pupil is involved in trouble.

The good board remembers that it is a board of education — not just a board for elementary and secondary schools. It remembers that education never ends until life ends, and that it has a responsibility to the three fourths of its clientele who are past school age. In two years the number of Central Schools in New York State with adult education programs has

(Concluded on page 104)

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— for super-mileage plus super-traction. Built to outwear any other heavy-tread tires made. Xtra Treds cost only 12½% more — give up to 54% more mileage.

## HI-MILER RIB

— provides premium performance at regular prices. New flatter zigzag tread puts more road grip on traction wheels — gives extra-long, smooth-rolling service on front wheels.

## DOUBLE-DUTY ROAD LUG

— the remarkable dual-purpose bus tire with a special tread design that provides unusual traction on unpaved roads as well as long, smooth mileage on the highway.

WHEN specifying school bus tires, you're handling dollars—and *lives*—so you rightly demand *real assurance* of safety, dependability and long, trouble-free mileage.

What greater assurance can you have than the good name of Goodyear? Goodyear has built over 575 MILLION pneumatic vehicular tires—more tires for more uses than anyone else on earth—a priceless fund of practical experience reflected in every Goodyear tire!

And this assurance is yours for not a penny more than for other comparable tires! Why not talk things over with your Goodyear tire dealer?



Hi-Miler, Xtra Tred, Road Lug—T.M.'s  
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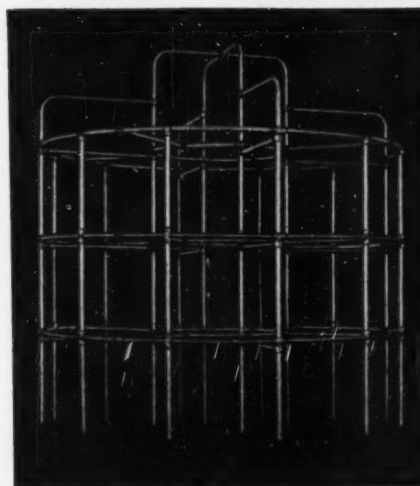
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## A GOOD RURAL SCHOOL BOARD MEMBER

(Concluded from page 102)

doubled. But 100 per cent of all school boards should be using the buildings for adults.

The good board also remembers that, when the state constitution guaranteed common schooling for "all the children," it made no exception for handicapped boys and girls. In the local schools, is the school board allowing an educational handicap to be added on top of these children's physical or mental handicaps, or do they get "an equal chance"?

The good board member knows that boys and girls need good stable personalities, well-balanced emotional attitudes—the sort of thing we seek through "pupil personnel services." To the extent that the teachers have healthy mental attitudes, their pupils' mental hygiene will be good. Think about that when the administrator seeks money for more guidance counselors, or nurses, or for smaller class size. And, as Commissioner Wilson has stressed, the good board member sees that every boy and girl needs, above all, in the development of a sound person and in the world-wide fight against totalitarianism, a sense of moral and spiritual values.

In closing, I suggest that the good school board member rates himself from time to time on such points as: Whether he delegates administrative duties; whether he insists on adequate reporting from the board's employees; whether he is constantly looking ahead to the

next step in improvement—and to the one beyond that; whether he is loyal to the decisions of the whole board.

The good board member never forgets that no community is better than its schools. I tell you that no schools are better than their boards of education. In the long run, and the good school board member realizes that it is impossible to get something for nothing. He realizes that his biggest job is therefore a selling job—selling the public on adequate school support for the leaping school enrollments.

And, finally, the good school board member never forgets, no matter how thankless and unappreciated his work may sometimes seem, that in the building of a better and a stronger America, he is engaged in the most important, the most essential, the most productive, and the most fundamentally rewarding public service in the community.

## PERSONAL NEWS OF SCHOOL BOARDS

- The school board at Mason City, Iowa, has re-organized with CURTIS AMEN as president; F. J. OLSON as vice-president; and Mrs. L. W. SWANSON as secretary.
- JOE LINDELL has been elected as the new president of the board at Shenandoah, Iowa.
- PERCY NORRIS has been re-elected president of the board at Centerville, Iowa.
- LEONARD B. HARDY has been elected president of the board at Fort Madison, Iowa, and ROBERT O. THOMAS has been named vice-president.
- FRANK FLUCKINGER has been named president of the board at Dubuque, Iowa. New board members are GENE TULLY and THOMAS SCHMID.
- The Fairmount-Indianola-Siddell High School Dist. 237 at Fairmount, Ill., has elected a seven-man school board. The new board comprises S. DENEFN FISHER, EARL M. SNYDER, CHESTER EAKLE, WAYNE ST. CLAIR,

LAVERNE SMOOT, LYLE TRISLER, and WILLIAM D. BAIRD.

► JOHN ELLIOTT has been elected president of the board at Tucumcari, N. Mex.

► PAUL E. DAVIS has been elected secretary of the board at Shelbyville, Ind.

► Mrs. JAMES SHANNAHAN has been elected president of the board at Des Moines, Iowa. Chosen vice-president was Mrs. CHARLES T. COWNIE.

► ERNEST PRATT has been re-elected president of the board at Jaffrey, N. H.

► The board of education at Iowa Falls, Iowa, has re-organized with Dr. E. W. BURKE as president, and Mrs. T. E. MONTEITH as secretary.

► Dr. J. A. BROMAN is the new president of the board at Maquoketa, Iowa.

► Dr. E. W. BURKE has been elected president of the board at Eldora, Iowa.

► M. L. BAKER has been re-elected president of the board at Humboldt, Iowa.

► The school board of Rutland, Iowa, has reorganized with G. C. HOOD as president.

► WILLIAM VANDERVELDI has been elected president of the board at Emmetsburg, Iowa.

► RUSSELL GOULD is the new president of the board at Harlan, Iowa.

► HOWARD DAVID has been re-elected president of the board at New Hampton, Iowa.

► The school board of Denison, Iowa, has elected RAY HOFFEINS as president. New members of the board are Mrs. HAROLD NELSON and VIRGIL NELSON.

► JAMES DOWD has been re-elected as president of the board at Guthrie Center, Iowa.

► LEROY H. JOHNSON is the new president of the board at Red Oak, Iowa. A new member of the board is STAN DUNN.

► RENUS JOHNSON has been re-elected president of the board at Chariton, Iowa.

► The board of education of Rockwell City, Iowa, has reorganized with GLENN WING as president.

► FRANK K. GIBBS has been re-elected president of the board at Missouri Valley, Iowa.

► Dr. A. B. JONES, JR., has been re-elected president of the board at Quitman, Ga.

► ROYAL BENNETT has been elected treasurer of the board at Humboldt, Iowa, to succeed B. B. WATSON. Mrs. ASA ARENT is a new member of the board.



## WILL OPERATE LIKE NEW FOR GENERATIONS TO COME!

*Foot-operated Murdock Fountains:*



1. Resist abuse and seldom require more attention than the replacement of a washer;
2. Have brass and bronze inner works that defy wear for years . . . and years;
3. Are non-freezing — wonderful for playgrounds;
4. Cannot be left on accidentally to waste water.

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SCHOOL BOARD JOURNAL for MAY, 1953

## DISPLAY CASES

for

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**We have a complete display case service..**

Half size drawings printed in back and white on 8 x 11 sheets show three types of extruded aluminized aluminum cases and variations of use. Cases are available in natural or colored finishes. Each case has a complete set of specifications.

Stainless steel cases can be made in any design.

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..... your best investment  
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*Write for:*

1. Copy of handbook "THE ABC'S OF CHALKBOARD SELECTION, USE AND CARE."
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4. Personal assistance with your chalkboard selection. No obligation.

**Other uses of slate in schools:**

roofing	window sills	toilet stalls
baseboards	flooring	window stools
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## FREE BULLETIN

# Brulin Floor Seals

For Easier Cleaning and Maintenance, Prevents Staining and Discoloration, Waterproofs and Toughens Wood Fibers

BRULIN offers a complete line of floor seals for easier cleaning and maintenance. Preserves floors and prepares the wood for waxing.

**FORO-SEAL**—A penetrating liquid floor sealer which fills the pores and toughens the wood fibers. Fast drying, leaves little or no surface finish. Prepares the floor for wax.

**SEALER 796**—A sealer for greater penetration, goes deeper into the wood. Referred to as a "Burnishing Sealer" or a "Long Oil Sealer" or a "Soaking Sealer". Unequalled as an undercoater for heavier seals and waxes.

**DURAKOTE**—A superior finish, containing 20% more solids at no increase in cost. The solids are specially selected to meet the heavy-duty requirements of gymnasiums; contain the hardest, most durable resin. Unaffected by soaps, alkalis, moisture, blood, tobacco, or alcohol. Durakote flows out smoothly, is easy to apply. Because it does not become brittle with age, it makes an ideal finish for gymnasiums and other types of floors. The right choice of resins makes it unexcelled for resisting rubber burns. Durakote more than meets the stringent requirements and is approved by the Maple Flooring Manufacturers Association.

Representatives in Most Cities Coast-to-Coast

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(Nothing to rust, rot, warp, swell, shrink, scrape, paint or otherwise to maintain)
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## A BOARD CONSULTS

(Concluded from page 35)

teachers, but the student interview, called at the suggestion of the superintendent, reached down at least three steps to the final recipients of their efforts.

### Class Officers Called Upon

The two principal officers of each of the four classes in the school, which numbers 925, were called upon, and although there was no briefing, they had ten days' warning. They were told to come with their complaints and their criticisms, as well as anything else they had on their minds. No holds were to be barred, but the students were assured that individual comments would be treated in as much confidence as an open board meeting could guarantee. As it occurred, there were only two other visitors, both sympathetic to the project, so confidences were respected.

The first problem was to break the ice. As one student put it: "We thought we would be stared down by five stern old men if we spoke our minds. But it wasn't like that at all. We found the men very anxious to get our viewpoints, and we had a wonderful time together."

It is interesting to note that the students were chiefly concerned with better school facilities. The first thing they talked about was the dire need for a physical education plant to supplement the present building, which, due to the mushroom growth of the school, is far below standard. They were also interested in such unusual topics as inadequate school washrooms and the condition of the walls of

some school rooms in need of paint. When the situation of the rapidly increasing school population in a bedroom town (12,000) with an extremely low tax valuation was explained to them, they agreed that the school board really had a problem on their hands.

### Curriculum O.K.'d

They were agreed that the school was making an honest effort to offer a curriculum suited to an industrial area, the Calumet district in Indiana near Chicago, as well as for college entrance and diversified occupations. They also agreed that the school had a fine teaching staff, but were a bit rough on one teacher who they thought was unsympathetic and arbitrary in his treatment of them.

The school board was so well pleased at this chance to get firsthand student opinions that these conferences will be repeated at intervals as conditions permit.

## YOUNGSTOWN BUILDS

(Concluded from page 59)

The exterior of the building is designed in a combination of two-tone face brick accentuated and streamlined with limestone trim.

General contract, heating, plumbing, and electrical contracts amounted to \$503,454. Enlarging the site, furniture and equipment, and landscaping brought the total cost to \$580,306. The new Elm Street School is a large building containing 838,125 cubic feet. It was built at a unit cost of 69 cents per cubic foot.

## ACTION OR PROCRASTINATION

(Concluded from page 61)

Walt Whitman observed that every moment of his life was an unspeakable miracle. Every moment of the day begins a new year. Why not act when a new opportunity presents itself? The introduction of new ideas during the school year serves as a hypodermic to break the monotony of dull routine and keeps the school out of a rut. — BRICE DURBIN.

## FLORIDA TRANSPORTATION

(Concluded from page 63)

authorities in purchasing bus repair parts and equipment. Tires and tubes as well as gasoline and motor oil can be bought by local administrative units at state contract prices. Information is made available to all local authorities on the cost of parts, discounts, and repair contracts.

The state provides bid forms with complete specifications to assist county authorities in taking bids for buses and bus bodies. The forms have simplified contract problems through uniformity in bidding.

The state department provides continuous consultation service and its staff is available at all times for aid in solving county administrative problems in order to provide safe, efficient, and economical transportation of pupils.

► DON S. DANNER has been named assistant superintendent in charge of business affairs for the unified school district at Orange, Calif.

► DR. ROBERT F. BARELS has been elected president of the board at Carroll, Iowa.



## Why Supt. Dr. Eric Baber of new Rich Township High School selected desks topped with G-E TEXTOLITE\*

**Y**OU'LL find it practically impossible to chip, gouge or stain rugged G-E Textolite — pencil marks, ink spots are easily wiped off — it is practically maintenance free. Its smooth hard surface is perfect for writing — it is designed with near perfect light reflectance qualities. You have a wide choice of colors and patterns.

Yes — when you compare the many advantages of G-E Textolite topped desks with old-fashioned wood tops — there can be only one choice — G-E Textolite.

G-E Textolite offers the same advantages for resurfacing old desks. You can get many more years of life from old desks by topping them with G-E Textolite.

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#### **G-E TEXTOLITE**

**Mar and scuff proof**

**Stainless**

**Wears like iron**

**Cleans like glass**

**Near perfect light reflectance**

**Reduces maintenance costs**

**Cuts down cleaning time**

**Encourages neat work**

**Available in a wide range of wood grain patterns and colors.**

\*Reg. U. S. Pat. Off.

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N. J. • Philadelphia 34, Pa. • St. Louis 16, Mo. • San Fran-  
cisco 24, Calif. • San Leandro, Calif.



## News of Products for the Schools

### New Boiler Allows Quick Changeover

Easy, fast changeover from gas to oil, or vice versa, is now possible in boiler firing as a result of a new development announced by Cleaver-Brooks Company, Milwaukee. The company's combination gas- and/or oil-fired boilers now operate on gas with the oil burner in place. No mechanical or electrical change is necessary to change over from gas to oil and vice versa. Thus, by simply flipping a selector switch on the control panel, to either gas or oil, the proper circuit is set into action. Turning the convenient fuel supply valves completes the entire changeover, and in 10 seconds or less.

This development is of special interest to gas users in areas where local requirements demand quick changeover. This exceptional fuel flexibility can be an important factor in determining your over-all operating economy. Ten-second conversion is another feature introduced by Cleaver-Brooks engineers to bring steam users greater flexibility at reduced operating costs.

For further information write: *Cleaver-Brooks Company, Section S.B.J., East Keefe Ave., Milwaukee 12, Wis.*

(For Convenience Circle Index Code 084)

### Underwood Electric Offers New Features

A new Underwood Finger-Flite Electric typewriter, available in 5 models and designed for functional efficiency, has been released by the manufacturer. This electric typewriter, finished in soft gray with harmonizing dark blue base and control keys, has a new Finger-Flite keyboard. The key-tops, especially created for speed and finger comfort, are light gray. Color controlled function keys in dark blue such as the



FINGER-FLITE ELECTRIC

electric margin and repeat forward spacer, give instant color control between the operating and feature keys.

The Underwood Electric's top plate has been redesigned to give greater visibility of the writing line and to give the machine a lower appearance. Other improvements include a wider writing line margin from 10 inches on the Model 12 to 25 inches on the Model 26; a new carriage positioning scale; a three-position paper bail; a new push-in type variable line spacer, and a new impression control dial to select automatically the proper key impact for any desired number of carbon copies.

For further information write: *Underwood Corporation, Section S.B.J., 1 Park Ave., New York 16, N. Y.*

(For Convenience Circle Index Code 085)

### RCA Sound Control Console Available

A new sound console for communications and administrative control of sound systems in schools and industrial plants



SOUND CONSOLE

was announced by the RCA Victor Division, Radio Corporation of America.

The new RCA type MI-14937 single-channel desk-top console is designed to provide recorded programs, radio programs, or local-origin sound programs and announcements to selected areas or to all areas reached by the sound system. The unit serves up to 20 rooms or areas, but can be expanded to 60 rooms if required. Provision is also made for adaptation of the program channel for intercommunication use when desired. A separate intercommunication channel is optionally available. Radio tuner, record player, and transcription turntable may also be used with this console.

The console is provided with RCA's unique unit-built turret housings, which allow for future expansion. The units may be mounted on a standard table or desk, or on any of several RCA unit-built cabinet bases.

For further information write: *RCA Victor Division, Radio Corporation of America, Section S.B.J., Camden, N. J.*

(For Convenience Circle Index Code 086)



REGULAR AND DUSKLITE GLASS

### Brightness Controlled by New "Dusklite" Glass

The development of a new flat glass called "Dusklite" especially designed for use with light-directing glass block panels, is announced by the Pittsburgh Plate Glass Company, Pittsburgh.

The new product provides a relatively inexpensive light control measure for ribbon windows and ventilator units used in conjunction with functional glass block installations in schools and other buildings. It is composed of two layers of window glass laminated with an inner layer of neutral gray vinyl plastic, manufactured by the same process as "Duolite" automotive safety glass with glare control provided by the stable gray pigment used in the vinyl inner layer. Being a true safety glass, Dusklite is shatterproof and should reduce damages from vandalism in school glazing. When the outside illumination is greater than that of the interior, the special control glass also provides a degree of daytime privacy — the gray coloring allows a clear view from inside, but hampers viewing from the outside.

For further information write: *Pittsburgh Plate Glass Company, Section S.B.J., 632 Duquesne Way, Pittsburgh, Pa.*

(For Convenience Circle Index Code 087)

### Iroquois Indian Collection Available

An exhibit devoted to the Iroquois Indians and called "The People of the Long House," has been added to the touring collections of the International Business Machines Corporation's Department of Fine Arts. Consisting of 4 large panels and 21 water colors, the exhibit is devoted to the artifacts, ceremonies, and legends of the Five Nations of the Iroquois.

The water colors, which illustrate the Iroquois legends and ceremonies, were painted by Sanford W. Plummer, who is of Seneca Indian descent. The Iroquois Indian objects are from the IBM collection and include costumes, musical instruments such as drums and rattles, weapons and such

(Continued on page 110)



## THE ROYAL ELECTRIC

...what a rewarding experience  
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Royal Electric has the same keyboard, the same carriage controls and the same convenient "Magic" Margin and "Touch Control" as the famous Royal Standard. Less emphasis on teaching the use of controls gives you more time for training the fascinating Royal Electric keyboard.

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Standard, the finest, most rugged typewriter ever built—a precision business machine in every sense of the word.

More and more the business world is turning to Royal Electric because of the increased efficiency it brings to an office, because it boosts morale, and because of the clean, sparkling presswork it turns out.

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**AMERICAN  
CANCER SOCIETY**

## News of Products . . .

(Continued from page 108)

household items as a bead loom and a baby carrier. Buffalo-type masks and masks of the Wolf and Turtle and Heron Clans, as well as of the Boaster Pack, are included in the exhibit.

Exhibits are sent out, upon request only, to cultural and educational institutions free of charge. The company assumes all insurance and transportation costs, but asks that materials be made available to the general public. For further information on this exhibit, and other IBM collections, write: Mr. Keith Martin, Director, Dept. of Fine Arts, International Business Machines Corp., Section S.B.J., New York 22, N. Y.

(For Convenience Circle Index Code 088)

## New Extendoor Boasts Advantages

The new Extendoor, manufactured by the E. H. Sheldon Equipment Co., Muskegon, Mich., has all the space-saving, room-making advantages of the accordion-folding door, plus other advantages that make it easier, smoother, more satisfying to operate. The "extendible X" extension device, the same principle used in the familiar baby gate and telephone rack, sets up in Extendoor a continuous chain of leverages and pivots that applies simultaneous, balanced action throughout the entire framework of the closure. It needs only a



CLOAKROOM EXTENDOORS

light touch for operation, applied at any point on the leading front post, with no binding and no jamming.

The "X" designed principle of operation permits other improved features to be built into the door. A more rigidly strong, yet more flexible interior framework, with full-height vertical panels, rustless, mildew-proof, give permanent backing to the fabric-folds. Panels effectively trap sound from penetrating or bouncing back. The metal hand grip is available with double-action latch, or tumbler lock, with built-in safety features.

For further information write: E. H. Sheldon Equipment Co., Section S.B.J., Muskegon, Mich.

(For Convenience Circle Index Code 089)

## Kimble Announces New "Toplite" Panels

Development of a glass toplight unit has been announced by the Kimble Glass Company, a subsidiary of the Owens-Illinois-Glass Company, New York. The new glass unit consists of two pieces of pressed glass hermetically sealed together with a sheet



LABORATORY'S MOCK CLASSROOM

of Fiberglas between. Known as the Kimble "Toplite System," the glass units are laid in factory fabricated aluminum grids and are ready for installation.

Among the chief advantages of this new skylighting system are: complete prefabrication in the factory meaning low installation cost; durable weather-proof construction—no porous materials exposed to the weather; low solar heat transmission in summer months; elimination of glare; extremely uniform light transmission throughout the year; evenly diffused light throughout the interior; good insulation in cold weather.

The illumination performance of the panels has been measured in a mock classroom constructed by the Daylight Laboratory at the University of Michigan, and detailed illumination data is now available.

(Continued on page 111)

## CAPS & GOWNS



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HIGH SCHOOLS  
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7 WEST 36 ST • NEW YORK 18, N.Y.



(Continued from page 110)

Because of their light and heat controlling characteristics, the manufacturer's believe that the new system offers unusual opportunities for daylighting the interior of deep rooms.

For further information write: *Kimble Glass Company, Section S.B.J., 405 Madison Ave., Toledo 1, Ohio.*

(For Convenience Circle Index Code 090)

## Descriptive Material

► The use of adhesives in installing clay floor and wall tile in schools and other institutions is explained in specification "K-400—Thin Setting Bed Methods and Materials," released by the Tile Council of America. The installation of clay tile by the adhesive method in many instances cuts down the cost and time of rehabilitating walls and floors and can be used in both new construction and remodeling work. A copy obtainable from: *Tile Council of America, Section S.B.J., 10 East 408 St., New York 16, N. Y.*

(For Convenience Circle Index Code 091)

► Commercial Stationary Vacuum Cleaning is the subject of a new 8-page bulletin, No. 121-B, recently published by the Spencer Turbine Company of Hartford, Conn. Special treatment is given to the cleaning problems in schools, offices, hotels, and a dozen other types of buildings. Recent advances in the special vacuum equipment for picking up water, cleaning dry mops, boiler tubes, venetian blinds, and all types of machinery are described together with an outline of the special vacuum tools for these purposes. Obtainable from: *The Spencer Turbine Company, Section S.B.J., Hartford, Conn.*

(For Convenience Circle Index Code 092)

► Superior Coach Corporation has announced a brand-new safety campaign for use by schools consisting of a "Pioneer Pointers" informative comic book for children and a companion poster for bulletin boards. The poster and booklet, printed in full color, feature the Pioneer, a buckskin-clad scout, who explains school bus safety rules in an entertaining and informative manner. These may be obtained free by writing: *Safety Director, Superior Coach Corporation, Section S.B.J., Lima, Ohio.*

(For Convenience Circle Index Code 093)

► The new "Compton's Helps Build Citizens" booklet will appeal to teachers for enrichment of their social studies programs. Three fine Compton Outlines offer valuable help for a great variety of citizenship activities. Extra copies available on request. Also, the new, colorful Flag Poster will prompt many new adventures in learning. Compton's new 28-page Flag Article will amplify greatly the use of the Flag Poster. The offer of reprints of this fine article is found on the card with the poster. Obtainable to teachers, on request, from: *F. E. Compton & Company, Section S.B.J., Compton Bldg., Chicago 10, Ill.*

(For Convenience Circle Index Code 094)

► Every facility for full utilization of the Vu-Graph in audio-visual education is covered thoroughly in a 32-page manual prepared by the Charles Beseler Co., Newark, makers of the Vu-Graph. The manual is organized into three main divisions: effective utilization of the overhead projector; making your own transparencies; associated materials. *Vu-Graphics*, as the treatise is entitled, is a working manual with which a user of the Vu-Graph can hope to realize its full potentialities. Copies may be obtained for \$1 each, by writing: *Charles Beseler Company, Section S.B.J., 60 Badger Ave., Newark 8, N. J.*

(For Convenience Circle Index Code 095)

## Check List of Advertisers, New Supplies, and Equipment

To facilitate use of this index, a code number identifies the advertisements and new supplies and equipment carried in this issue. The page reference is also included. In requesting further details, subscribers may write direct to the individual companies or may use the coupon when requesting information from a number of firms.

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For information on products, services, booklets, and catalogs, advertisers may simply encircle the code number identifying a product. (Clip and mail the coupon below to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.)

THE AMERICAN SCHOOL BOARD JOURNAL

May, 1953

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### NEWS OF PRODUCTS FOR THE SCHOOLS

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gyms in one!



■ Triple your gym facilities with Horn folding gymseats and partitions! Extend the seats, fold the electrically operated partitions—you have an exhibition gym that pays its way. Fold the seats easily to a smooth sloping surface, extend the partitions—you have two ample practice gyms.

Horn equipment is designed to use your space efficiently, is constructed to give you long trouble-free service.

Your local Horn representative is ready to help plan your gym for maximum use. Horn factory crews will supervise installation of equipment.

Write today for details on Horn folding gymseats and folding partitions ... and the new Horn wardrobes and folding stages.

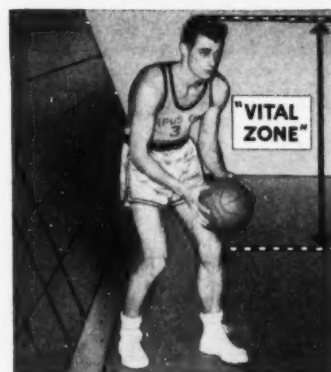
## HORN BROTHERS

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**FOR SAFETY, plan with HORN!**  
Horn folding gymseats provide a smooth, sloping surface when folded ... real protection for the vital zone!

# How Honeywell Controls help improve student learning



**S**TUDENTS in a classroom with level temperatures, adequate fresh air and proper humidity are generally more receptive to instruction. By accurately coordinating these factors, Honeywell's Individual Room Temperature Control system can help improve a student's rate of learning.

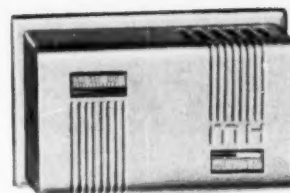
Today, this ideal classroom atmosphere is being enjoyed by thousands of students in hundreds of schools where Honeywell Control systems are being used.

Whatever your requirements—electric, electric or pneumatic controls for heating, ventilating, hot water, and refrigeration equipment—Honeywell can

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Honeywell service is complete, too! A skilled Honeywell engineer will advise you on new installations, modernizations, or help you on any maintenance needed for your present control system. Just contact one of Honeywell's 104 offices, located in key cities from coast to coast.

For a copy of Dr. D. B. Harmon's booklet, "Controlling the Thermal Environment of the Co-ordinated Classroom," or the interesting folder, "5 Ways Teachers Can Improve Learning," write Honeywell, Dept. AJ-5-106, Minneapolis 8, Minnesota.



## The importance of Individual Room Temperature Control

When each room has its own Honeywell Grad-U-Stat (shown above), heat and fresh air can be regulated to meet the changing conditions that affect students' comfort. For example, the Grad-U-Stat can be set to supply less heat and more fresh air during tests or increased classroom activity.

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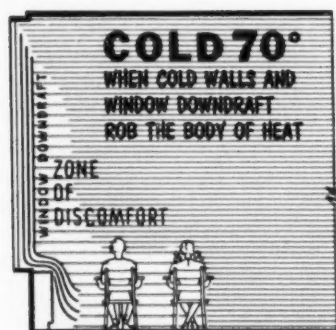


*First in Controls*

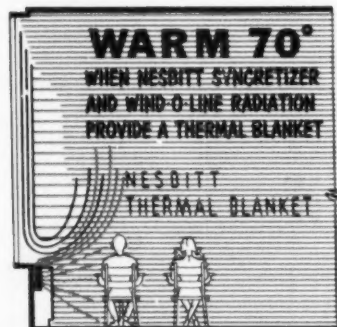




## What Makes the Difference?



With room-air temperature evenly maintained, downdraft from large cold windows may remain the robber of comfort.



The Syncretizer and Wind-o-line temper downdraft, raise it out of impression range, improve thermal balance.

## The NESBITT Thermal Blanket ... Syncretizer with WIND·O·LINE

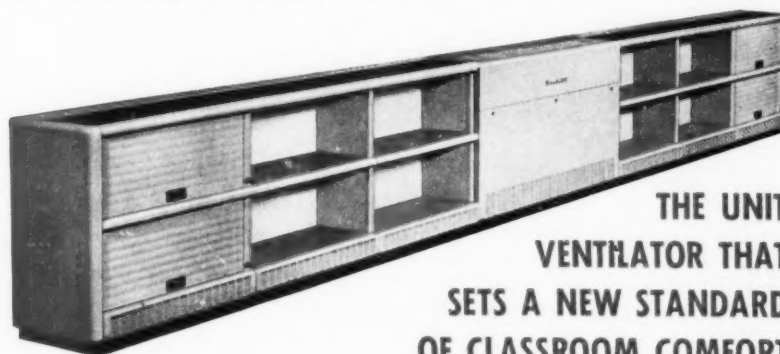
Has this ever happened to you? Pupils and teacher complain of feeling cold. Yet the classroom thermostat reads 70° as desired. Are the pupils imagining things? No, because comfort is a *feeling*, not a figure on the thermostat.

Cold 70° exists when frigid walls and window surfaces are robbing classroom occupants of body heat despite "satisfactory" room-air temperatures.

The Nesbitt Syncretizer and Wind-o-line Radiation solves the problem of heat loss logically by supplying a *heat gain* all along the windows to temper the cold downdraft and to restore bodily thermal balance . . . Warm 70°.

You can have this thermal comfort in your classrooms. Specify the Nesbitt Syncretizer and Wind-o-line Radiation.

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